

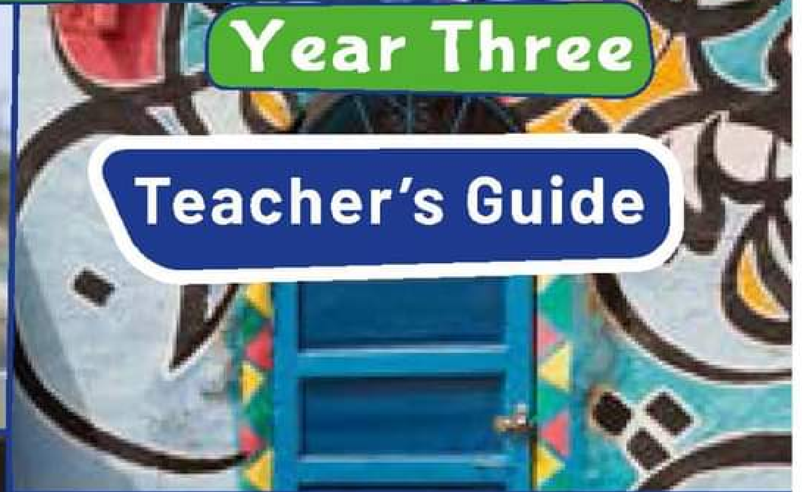
Term 1

New Hello!

English for Preparatory Schools

Year Three

Teacher's Guide





2021-2022

1 Around town

SB pages 2-11 WB pages 72-78

OBJECTIVES

Reading

A description of Ismailia; maps, posters and timetables; accounts of forms of transport; a botanical garden's brochure; an email about meeting a friend

Writing

A fact file; a short text about your city; a reply to a text and an email; a text invite

Listening

Giving and following directions; people talking about their city; a discussion at a train station; making suggestions for a day out

Video:

Visiting Aswan

Speaking

Giving directions; talking about your city or village; discussing timetables and public transport; making suggestions

Language

Prepositions of time and place (revision); the present simple for scheduled events

Life Skills

Decision making; respect for diversity

Values

Academic values: curiosity

Issues

Citizenship: loyalty and belonging

LESSON 1 SB pages 2-3 WB page 72

Outcomes:

- To use context as a clue to the meaning of a word or phrase
- To interpret non-verbal reading texts (charts and tables)
- To participate in shared research
- To explain the function of prepositions
- To identify gist and main idea(s) in longer listening texts (both informative and literary texts)
- To pronounce familiar and unfamiliar words mostly accurately
- To explain orally verbal and non-verbal texts, e.g. tables, simple charts, and graphs
- To demonstrate command of the conventions of standard English structure and usage when writing

Before using the book:

- Welcome the students in a polite and friendly way. This will help them to feel at home and also to think in English again. Say, for example, Hello and welcome to our English class! If you have not taught the class before, give them your name and title: My name is Miss/Mrs/Mr…
- Write the title of the unit *Around town* on the board and ask students what they think they will learn about in the unit.
- Brainstorm the words for places that students can find around town, for example, buildings, places etc. Write their ideas on the board.

SB page 2

Unit 1

Lesson 1

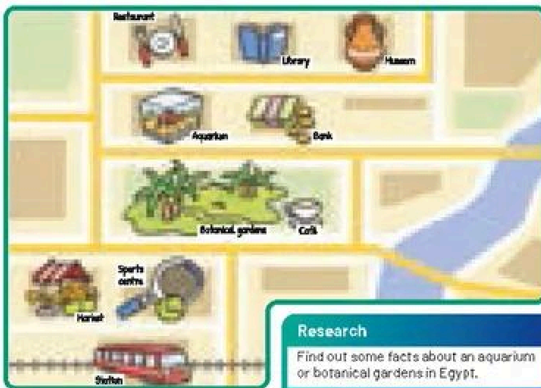
Around town

Reading: A description of Ismailia; maps, posters and timetables; accounts of forms of transport; a botanical garden's brochure; an email about meeting a friend
Writing: A fact file; a paragraph about your city; a reply to an email; a text invite
Listening: Giving and following directions; people talking about their city; a discussion at a train station; making suggestions for a day out
Speaking: Giving directions; talking about your city or village; discussing timetables and public transport; making suggestions
Language: The present simple for scheduled events
Life Skills: Decision making; respect for diversity

Discuss

1 Read where some places are. Can you find which places they are on the map?
1 It's next to the market.
2 It's opposite the library.
3 It's on the corner of the botanical gardens.
4 It's between the museum and the restaurant.
5 It's next to the library and opposite the aquarium.

Find
Look through the unit. How many people live in Ismailia?



Research
Find out some facts about an aquarium or botanical gardens in Egypt.

2 Lesson 1

Discuss

1 Read where some places are. Can you find which places they are on the map?

1 Ask students to look at the map and the places on it and ask what they think the pictures represent (for example, a restaurant, a library, a museum). Present the new words *botanical gardens* and *on the corner of*.
2 Ask students to read the first sentence and find the market on the map. Elicit what *next to* means by asking a student to demonstrate using two objects in the classroom. Then ask what is next to the market (the sports centre). If necessary, go through the other preposition phrases in the same way (*opposite, on the corner, between*).
3 Students then complete the exercise in pairs, reading the sentences and locating the places on the map.
4 Check the answers by reading out each sentence and asking volunteers to call out the answers.

Answers:

1 sports centre 2 bank 3 café 4 library 5 restaurant

Find

Look through the unit. How many people live in Ismailia?

1 Ask what the students know about Ismailia and where it is located.
2 Explain that they have to scan the pages of the unit quickly to find the information.
3 They then look through the unit to find and confirm the answer (Lesson 2, page 4).

Answers:

350,000 people

Research

Find out some facts about an aquarium or botanical gardens in Egypt.

1 Ask students to read the instruction and elicit what they might find in each of these places (e.g. fish and other sea creatures, plants, trees and flowers).
2 If resources allow, students could find the information on the internet. Alternatively, they can do their research at home and feed back in the next lesson.
3 Invite students to discuss what they found with the rest of the class.

Answers:

Students' own answers.

SB page 3

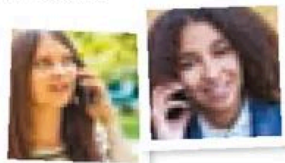
Lesson 1

1

Listening

1 Dalia wants to go to the library. Listen and order the phrases her friend Mona uses to give her directions from the station.

a [ ] turn right
b [ ] turn left
c [1] go straight on
d [ ] walk past the …
e [ ] take the second road on the right
f [ ] it's on the corner



Language

2 Match the phrases from Exercise 1 to the pictures.



3 Look at the map on page 2. Samir is at the sports centre. He wants to go to the museum. Complete the directions, then listen and check.

1 From the sports centre, go straight on for about 20 metres.
2 Then take the first road on the ____.
3 Go past the botanical gardens and the aquarium and then turn ____.
4 Go past the restaurant and the library. The museum is on the ____, on the left.

Speaking

4 Work in pairs. Take turns at giving directions to these places.

1 from the station to the market
2 from the café to the aquarium
3 from the library to the sports centre
4 from the bank to the station



Workbook page 72 | Lesson 1 | 3

Listening

1 Dalia wants to go to the library. Listen and order the phrases her friend Mona uses to give her directions from the station.

1 Ask students to look at the directions and invite volunteers to come to the front of the class and demonstrate what they mean (by turning right/ left, walking straight on, and so on). Check that they understand *on the corner*.
2 Then explain that they are going to listen to a conversation between two friends and they have to order the directions as they hear them.
3 Play the first part of the recording to *go straight on* and point to the example 1 in the box.
4 Play the rest of the recording for the students to listen and write the correct numbers.
5 Check answers as a whole class.



Audioscript

Mona: *Hello, Dalia. I'm at the library. Where are you?*
Dalia: *Hi, Mona. I'm next to the station. How do I get to the library?*
Mona: *It's easy. From the station, go straight on.*
Dalia: *How far?*
Mona: *For about 20 metres.*
Dalia: *OK. Do I go past the sports centre?*
Mona: *Yes, but then turn left.*
Dalia: *OK.*
Mona: *Walk past the botanical gardens.*
Dalia: *I'm walking past them now.*
Mona: *Great! After the botanical gardens, turn right …*
Dalia: *Turn right after the botanical gardens … OK.*
Mona: *Then take the second road on the right. Can you see a restaurant?*
Dalia: *I think I can see it. It's on the corner.*
Mona: *Walk past the restaurant. The library is between the restaurant and the museum, opposite the bank.*
Dalia: *Thanks, Mona. See you soon!*

Answers:

a4 b2 c1 d3 e5 f6

Language

2 Match the phrases from Exercise 1 to the pictures.

1 Ask students to close their books and elicit the phrases from Exercise 1.
2 They then open their books, look at the pictures and match them with the phrases.
3 Check the answers by pointing to each picture in turn and inviting a volunteer to provide the phrase.

Answers:

1 b turn left 2 f It's on the corner
3 c go straight on 4 a turn right
5 e take the second road on the right
6 d walk past the …

3 Look at the map on page 2. Samir is at the sports centre. He wants to go to the museum. Complete the directions, then listen and check.

1 Ask students to read the instructions and elicit what they have to do.
2 Refer students back to the map on page 2, and ask them to complete the directions, as in the example.
3 Students complete the exercise with a partner.

4 Ask individual students to read out the completed sentences and ask the rest of the class to make any corrections.

Answers:

1 straight on	2 right
3 right	4 corner

Speaking

4 Work in pairs. Take turns at giving directions to these places.

1 Draw students' attention to the map on page 2 and explain that they are going to give directions to and from the places.,.

2 Demonstrate the activity by role-playing directions between two places with a confident student.

3 Students then take turns to give the directions in pairs. Monitor as they are working and help if necessary.

4 Invite different students to give the directions for the rest of the class to listen and check.

Answers:

Students' own answers.

WB page 72

Unit 1 Lesson 1

Around town

Vocabulary

1 Match the places with what you can do there.

1	d	aquarium
2		bank
3		botanical gardens
4		library
5		sports centre

a You can borrow and save money.
b You can borrow and read books.
c You can play volleyball, tennis and other sports.
d You can see beautiful fish.
e You can see trees and other interesting plants.

2 Now write sentences to say what you can do at these places.

1 café .... 2 bus station ....

Language

3 Look at the map and complete the sentences.

between corner next to opposite

1 The shopping centre is *opposite* the station.
2 The library is .... the bank.
3 The sports centre is .... the aquarium and the hospital.
4 The museum is on the ...., opposite the hospital.



4 Use the map to answer these questions and give directions.

1 How do I go from the market to the bank? *From the market, turn left and go straight on. Take the second road on the right. Go straight ahead. The bank is on the left, opposite the aquarium.*
2 How do I go from the sports centre to the shopping centre? ....
3 How do I go from the restaurant to the library? ....

72 Lesson 1

Vocabulary

1 Match the places with what you can do there.

1 Elicit the places in town from Lesson 1.

2 Ask students to find page 72 in their Workbooks. Students then look at the example and then complete the exercise individually before checking their answers with a partner.

3 Check the answers as a whole class.

Answers:

1d 2a 3e 4b 5c

2 Now write sentences to say what you can do at these places.

1 Go through the exercise orally.

2 Students then complete the exercise individually before checking with a partner.

3 Check the answers by inviting different students to read out their descriptions.

Suggested answers:

1 You can have something to eat and drink.
2 You can catch a bus.

Language

3 Look at the map and complete the sentences.

1 Ask students to look at the map and elicit what they can see (museum, library, bank, hospital, sports centre, aquarium, train station, restaurant, shopping centre, market). Then elicit the preposition phrases.

2 Students then read and complete the sentences.

3 Check the answers as a class.

Answers:

1 opposite	2 next to
3 between	4 corner

4 Use the map to answer these questions and give directions.

1 Ask students to look at the example and check the directions against the map. Do this as a class.

2 Students complete individually. Monitor as they are working. Alternatively, the students could complete the exercise for homework.

3 Invite volunteers to read out their directions.

Suggested answers:

1 From the market, turn left and go straight on. Take the second road on the right. Go straight ahead. The bank is on the left, opposite the aquarium.

2 Go out of the sports centre and make sure it's to your left. Go straight on past the aquarium. Turn right and go straight on past the train station. The shopping centre is on the right opposite the station.

3 Go out of the restaurant. Make sure the restaurant is on your right. Go straight on. Turn right past the hospital before you reach the museum. Turn right and go straight on, the library is on the left opposite the sports centre.

Skills

Writing: To give directions (Workbook)

Listening: To listen for directions

Speaking: To talk about places; to give directions

Language: Prepositions of place (revision)

Vocabulary: botanical gardens, corner, straight on, turn left/right, walk past

LESSON 2 SB pages 4-5 WB page 73

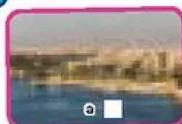
Outcomes:

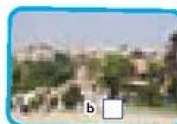
- To consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
- To use context (e.g., cause/effect, relationships and comparisons in text) as a clue to the meaning of a word or phrase
- To identify main and specific information in descriptions: such as goods in brochures and websites e.g. computer games, clothes, etc.
- To identify gist and main idea(s) in longer listening texts (both informative and literary texts)
- To write informative /explanatory texts; introducing a topic, developing ideas, and providing a concluding statement
- To write a narrative: recount an event or sequence of events and include details to describe actions, thoughts, and feelings. Use sequencing words, and provide a sense of closure
- To recognize some suffixes and root words

SB page 4

1 Lesson 2

Reading





1 Read about Ismailia and put the photos in the correct order.

New message

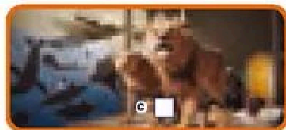
I am Sherif and I live in Ismailia, which is between Port Said and Suez. The Suez Canal runs through the city before it reaches the sea.

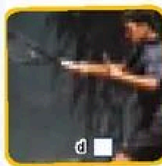
Ismailia is beautiful. There are attractive buildings, interesting monuments and lots of gardens. Around 350,000 people live here, but since traffic is slow, there isn't much pollution.

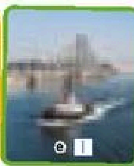
Ismailia is peaceful, but it isn't boring! There are lots of things to do here, especially at the weekends. On Friday afternoons, I often go to Lake Timsah, which is near the city, with my family. It's a beautiful lake with beaches around it.

On Saturday mornings, I have tennis lessons at the sports centre at 9 am. Sometimes I go swimming in the afternoon with my friend, Sayed.

There are some interesting museums in Ismailia! My favourite is the Natural Science Museum because I'm interested in animals. It's a good place to go at the weekend.







2 Read the text again and complete the fact file about Ismailia.

Fact File	Ismailia
Where:	1 between Port Said and ___
What it looks like:	2 ___ buildings
	3 ___ monuments
How many people:	4 ___
Places to visit in city:	5 ___, ___, ___
Sports:	6 ___, ___
Places to visit near city:	7 ___

Remember!
New words are in **bold**. You can check the meaning in the glossary or your dictionary.



Ismailia has interesting monuments. My city has lots of interesting monuments, too.

Writing and speaking

3 Work in pairs. Compare Ismailia with your village or city.

4 Now complete a fact file for your city or village in your notebook.

4 Lesson 2

Reading

1 Read about Ismailia and put the photos in the correct order.

1 Remind students of a fact file's purpose–to present the most important information on one subject easily and quickly. Ask students to look at the photos and elicit what they can see in each one.

2 Ask students to quickly skim the reading and ask what kind of text it is (an email). Ask who they think might read that kind of text (e.g. a new penfriend).

3 Read the Remember! box as a class. Then ask students what the words in bold mean, or ask them to check them in the glossary or a dictionary.

4 Students then read the text again more carefully and put the photos in the right order, starting with the example.

5 Check the answers with the class.

Answers:

1e 2b 3a 4d 5c

2 Read the text again and complete the fact file about Ismailia.

1 Remind students of a fact file's function: to present the most important information on a topic easily and quickly.

2 Ask students to look at the fact file and example, and elicit what they have to do.

3 Students then work in pairs to find the information in the text and complete the fact file. Monitor as they are working and help if necessary.

4 Before the students finish the activity, write the fact file headings on the board. Check answers by inviting volunteers to complete the missing information.

Answers:

1 Port Said, Suez
2 attractive
3 interesting
4 about 350,000
5 gardens, sports centre, museums
6 tennis, swimming
7 Lake Timsah

Writing and speaking

3 Work in pairs. Compare Ismailia with your village or city.

1 Read the instructions. Ask two confident students to read out the speech bubble.

2 Elicit a few differences and similarities between the students' village or city and Ismailia.

3 Students then make comparisons with a partner. Monitor as they are working and help if necessary.

4 Invite volunteers to talk about their city or village.

Answers:

Students' own answers.

4 Now complete a fact file for your city or village in your notebook.

1 Discuss some ideas for a fact file about their city (or village) with the students.

2 They then copy the fact file into their notebooks and complete it about their city/village. Monitor as they are working and help if necessary.

3 Invite pairs of students to say what information they have included in their fact file.

Answers:

Students' own answers.

SB page 5

Lesson 2 | 1

Language

Remember!

- Use prepositions of time to say when you do things.
  On Friday afternoons, I often go to Lake Timsah.
  I have tennis lessons at the sports centre **at** 9 am.
  It's a good place to go **at** the weekend.
  Sometimes I go swimming **in** the afternoon.

5 Complete the sentences with the correct preposition.

1 I always go to the park __on__ Saturday mornings.
2 We have English ____ 10 am on Thursdays.
3 Nagwa usually visits her grandparents ____ the weekend.
4 We walk to school ____ the morning, but we come home by bus.
5 Are you going to the museum ____ Saturday?
6 Fady goes shopping ____ the afternoon.

Listening

6 Listen to Nader and Judy talking about where they live. Are these sentences *True* (T) or *False* (F)? Correct the false sentences.

1 All of the buildings in Nader's city are old. __F, it's a modern city, too.__
2 Nader likes watching fish at the aquarium. ____
3 Judy likes going to a famous shop in her city. ____
4 There is a botanical garden and a nature reserve in Judy's city. ____
5 Nader and Judy think that there is not much to do in their cities. ____

7 Listen again and complete the sentences.

aquarium botanical gardens Friday afternoons in mornings Saturdays

1 Nader usually goes to the park on __Friday afternoons__.
2 Sometimes, Nader goes to the museum or the ____.
3 On ____, he visits his grandparents.
4 Judy sometimes goes shopping on Friday ____.
5 She likes visiting the ____ and the nature reserve.
6 Judy goes to the sports centre ____ the afternoon on Saturdays.

Writing

8 Write a paragraph of about 100 words about your city.

- Write what you do at the weekend and at what times.

Workbook page 73 Lesson 2 5

Language

5 Complete the sentences with the correct preposition.

1 Draw students' attention to the Remember! box and ask them to read the examples. Then elicit further examples of when each of the prepositions might be used (e.g. **on** Monday, **at** 8 am, **in** the morning).
2 Students then complete the sentences with the correct preposition, as in the example.
3 Check the answers by inviting different students to read out the completed sentences for the rest of the class to listen and check.

Answers:

1 on 2 at 3 at 4 in 5 on 6 in

Listening

6 Listen to Nader and Judy talking about where they live. Are these sentences *True* (T) or *False* (F)? Correct the false sentences.

1 Ask students to listen to the whole recording. Ask who is speaking and what they are talking about.
2 Students then look at the example, listen again and choose true or false.
3 Check the answers as a whole class. Ask volunteers to correct the false sentences.



Audioscript

Nader: *My name's Nader. I live in Alexandria with my mum, my dad and my two brothers. Alexandria is a very historical city, with lots of famous buildings, ruins and monuments, but it's a modern city too, and there are lots of things to do here.*
At the weekend, I like to spend time with my family. On Friday afternoons, we usually go to the park, but sometimes we go to a museum or to the aquarium. I love watching the fish!
On Saturdays, I visit my grandparents. They live in Alexandria, too. I enjoy playing chess with my grandad. He's very good at it, but sometimes I win!

Judy: *My name's Judy and I live in Aswan. It's a busy city, with about one and a half million people, and there's always a lot to do at the weekend.*
On Friday mornings, I sometimes go shopping. Aswan is a great place for this! There are lots of interesting shops and I love going to the famous market. I also like to go to the botanical gardens or the nature reserve.
On Saturdays, I do my homework and in the afternoon, I go to the sports centre for my squash lesson. It's my favourite sport.

Answers:

1 F, it's a modern city too.
2 T
3 F, she likes going to a famous market.
4 T
5 F, there are lots of things to do.

7 Listen again and complete the sentences.

1 Elicit what the students remember from the listening.
2 Then ask them to look at the words in the box and predict which sentences they fit into.
3 Students then listen again and confirm their answers.
4 Check the answers with the whole class.

Answers:

1 Friday afternoon	2 aquarium
3 Saturdays	4 mornings
5 botanical gardens	6 in

Writing

8 Write a paragraph of about 100 words about your city.

1 Ask students to look back at the fact file they wrote on page 4, Exercise 4.
2 Elicit some of the things students do at the weekend and when.
3 Students then write their paragraph in their notebooks. Monitor as they are working and help if necessary. Alternatively, students could complete the exercise for homework.
4 Collect in their work to mark individually, or invite volunteers to read out their paragraphs.

Answers:

Students' own answers.

WB page 73

Lesson 2 1

Vocabulary

1 Match the words and the definitions.

1 [d] lake — a calm and quiet
2 [ ] monument — b cars, lorries and motorbikes that use a road
3 [ ] peaceful — c more than usual
4 [ ] traffic — d a large area of water with land around it
5 [ ] especially — e something that people build to remember an important person or event

2 Complete the sentences with the words from Exercise 1.

1 Can you see all those boats on the lake?
2 The park is very ________ in the mornings. You can only hear the birds singing.
3 My uncle is very good at sports, and he is ________ good at handball.
4 There was a lot of ________ on the roads this morning, so Mr Ahmed was late for work.
5 The Sphinx at Giza is perhaps Egypt's most famous ________.

3 We often make adjectives by adding *–ful* to a noun. Complete the sentences with the correct form of these nouns.

care help peace use

1 You can't hear any traffic here. It is very peaceful.
2 Amal's daughter does many jobs around the house. She is always very ________.
3 This machine does many things. It is very ________.
4 Please be ________ when you carry those eggs!

Language

4 Choose the correct prepositions.

I live [1] **in / on** a small village in the south of Egypt. [2] **At / In** the weekend, I usually do the same things. [3] **At / On** Saturdays, I get up [4] **at / in** 7 am, then I always do my homework after breakfast. [5] **At / On** lunchtime, I visit my cousins. We like to eat together. Then, [6] **in / on** the afternoon, I often play games with my cousins. What do you do?

Writing

5 Write a paragraph of about 100 words in your notebook about what you do on one day in the week.

- Include where you live and what day you are describing.
- Write about what you do in the morning, at lunchtime and in the afternoon.
- Say at what time you do these things.

Lesson 2 73

Vocabulary

1 Match the words and the definitions.

1 Before they open their books, elicit the new vocabulary from the lesson.
2 Students then open their books and complete the exercise.
3 Allow students to check their answers with a partner before checking as a class.

Answers:

1d 2e 3a 4b 5c

2 Complete the sentences with the words from Exercise 1.

1 Ask students to read the instruction and elicit what they have to do.
2 Students complete the exercise individually and then check their answers with a partner.
3 Check the answers with the whole class.

Answers:

1 lake	2 peaceful
3 especially	4 traffic
5 monument	

3 We often make adjectives by adding *-ful* to a noun. Complete the sentences with the correct form of these nouns.

1 Before looking at the exercise, write the word *peaceful* on the board, and ask whether the students can think of other words which end with *-ful* and what they mean.
2 They then look at the words in the box and the example and complete the exercise.
3 Check the answers with the whole class. Elicit the meanings of the words.

Answers:

1 peaceful	2 helpful
3 useful	4 careful

Language

4 Choose the correct prepositions.

1 Elicit prepositions and examples, e.g. on Tuesday, in Cairo, at seven o'clock.
2 Students then read the text and choose the correct preposition, as in the example.
3 Monitor as they are working, and help if necessary.
4 Invite different students to read out the completed sentences of the text.

Answers:

1 in 2 At 3 On 4 at 5 At 6 in

Writing

5 Write a paragraph of about 100 words in your notebook about what you do on one day in the week.

1 Ask students to read the instructions and elicit some examples for each point.
2 Students make some brief notes for each point.
3 Students then write their paragraph in their notebooks. Monitor as they are working and help if necessary. Alternatively, students could complete the exercise for homework.
4 Collect in their work to mark individually, or invite volunteers to read out their paragraphs.

Answers:

Students' own answers.

Skills

Reading: To understand and extract information from an email

Writing: To write a fact file and a paragraph about your city; to write a paragraph about what you do on one day of the week

Listening: To understand a conversation about where people live

Speaking: To compare Ismailia with your city or village

Vocabulary: monuments, peaceful, traffic, especially

Language: Prepositions of time (revision)

Issues: Citizenship: loyalty and belonging

LESSON 3 SB pages 6-7 WB page 74

Outcomes:

- To interpret non-verbal reading texts (charts, and tables)
- To use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
- To identify gist and main idea(s) in longer listening texts (both informative and literary texts)
- To use verb tense to convey various times, sequences, states, and conditions

SB page 6

1 Lesson 3

Reading

1 Look at the information in the poster and metro map on the phone. Match to make sentences.

1 [ ] The exhibition — a shows how to travel by metro.
2 [ ] The map — b is at the Science Museum.

SCIENCE MUSEUM
Space Exhibition
Learn about the science of space!
Saturday 30th September
From 9.30 am until 2 pm
How to get to the museum!
Bus 207 Museum station

City University
[3 minutes]
Valley Street
[3 minutes]
Saleem Street
[4 minutes]
Museum Station

2 Look at the information again and answer the questions.

1 Where is the Space Exhibition? It's at the Science Museum.
2 When is the exhibition? ......
3 Which metro station do they need to go to? ......
4 How long does the journey take to get to the museum by metro? ......
5 How many stops are there by metro? ......

3 Khaled is going to the Space Exhibition from City University. Use the information from Exercise 1 to complete the chat with Fawzi.

Khaled: Hi Fawzi. Would you like to come to the Space Exhibition tomorrow? My dad is taking me
Fawzi: Yes, please! What time does it start?
Khaled: It starts at [1] 9.30. We're going by metro.
Fawzi: Which train shall we get?
Khaled: The first metro train leaves at 8.20 and arrives at [2] ....
Fawzi: That's an hour before the exhibition starts!
Khaled: Perhaps we can leave later.
Fawzi: What time does the exhibition finish?
Khaled: It finishes at [3] ....
Fawzi: OK. Can we get a train in the afternoon to get back?
Khaled: Yes, one leaves at 1.15 pm and arrives at [4] ....
Fawzi: Great! Let's take that.

6 Lesson 3

Reading

1 Look at the information in the poster and metro map on the phone. Match to make sentences.

1 Ask students to look at the poster and phone and ask what they show (the poster is about an exhibition and the phone shows a public transport timetable). Check students understand what a timetable and the metro is.

2 Students then read the poster and the phone timetable and complete the exercise.

3 Check answers with the whole class.

4 Ask whether they would like to go the exhibition and why/why not.

Answers:

1b 2a

2 Look at the information again and answer the questions.

1 Ask students to look at the example and elicit what they have to do.

2 Students complete the exercise. Remind them to use full sentences in their answers, as in the example.

3 Invite different students to read out their answers.

Answers:

1 It's at the Science Museum.
2 It's on Saturday 30th September.
3 They need to go to Museum Station.
4 The journey by metro takes ten minutes.
5 There are four stops by metro.

3 Khaled is going to the Space Exhibition from City University. Use the information from Exercise 1 to complete the chat with Fawzi.

1 Ask students to read the text conversation.

2 Students then complete the conversation with the information from Exercise 1.

3 Monitor as they are working and help if necessary.

4 Check the answers with the whole class.

5 If time allows, you could ask different pairs of students to read the dialogue aloud, paying attention to pronunciation, intonation and word stress.

Answers:

1 9.30 2 8.30
3 2pm 4 1.25

SB page 7

Lesson 3 | 1

Language

4 Complete the questions and sentences with the present simple form of the verbs in the box.

arrive end leave open start

1 What time does the lesson start?
2 The library ...... at 8.30 in the morning.
3 The train to Port Said ...... this station at 3.15.
4 The film hasn't finished. It ...... at nine o'clock.
5 When ...... this plane ...... in Cairo?

Present simple for scheduled events

Use the present simple to talk about scheduled events.
What time **does** the exhibition **start**? It **starts** at 9.30.
The first metro train **leaves** at 8.20.

5 Imagine that you are in Cairo. Look at the timetables and answer the questions.

Cairo to Alexandria	
Cairo	11.30
Tanta	13.00
Alexandria	14.30

Cairo to Aswan	
Cairo	9.15
Asyut	13.30
Luxor	18.45
Aswan	22.45

Train	Platform
Alexandria	7
Suez	8
Aswan	6
Port Said	2

1 You want to go to Alexandria. What time does the train leave? 11.30
2 Which platform should you go to? ......
3 You want to go to Aswan. What time does the train leave? ......
4 What time does it arrive in Aswan? ......
5 You want to go to Luxor. Do you need the Alexandria train or the Aswan train? ......
6 How long does the journey take to Luxor? ......
7 To travel to Luxor, which platform should you go to? ......

Listening

6 Listen to Nadia and her mother. Where are they?

7 Listen again and answer the questions.
1 Where do Nadia and her mother want to go to? Tanta
2 What time does the train leave? ......
3 What time does it arrive? ......
4 What is the last station that the train goes to? ......
5 Which platform does it leave from? ......

Writing

8 Nadia gets the text message below from her friend Amira. Write a reply using the information from Exercise 7.

Hi! I'm looking forward to seeing you later! What time does your train leave? When do you arrive in Tanta?

Workbook page 74 | Lesson 3 | 7

Language

4 Complete the questions and sentences with the present simple form of the verbs in the box.

1 Ask students to look back at Exercise 3 on page 6 and elicit what tense is used (the present simple).
2 Students then read the Language box. Explain that the present simple is used for events that are scheduled for the future. Point out that the present simple is often used for the cinema/theatre/events and timetables (flights, trains and so on). Elicit further examples from confident students.
3 Ask students to look at the example and then complete the rest of the exercise using the verbs in the box. Monitor as they are working. Remind them to use the third person 's' if necessary.
4 Check the answers by inviting different students to read out their completed sentences for the rest of the class to listen and check.

Note: Remind students that the present simple is also used to talk about facts (Cairo is the capital of Egypt), permanent situations (I live in Aswan) and regular events (Ahmed goes to work every day).

Answers:

1 does, start	2 opens	3 leaves
4 ends	5 does, arrive	

5 Imagine that you are in Cairo. Look at the timetables and answer the questions.

1 Ask students to look at the different timetables. Check they understand *platform*. Then check understanding by asking a few questions, e.g. *What time does the train to Tanta leave?* (13.45).
2 Ask students to look at the example and complete the exercise with a partner.
3 Check the answers by reading out the questions and inviting the class to call out the answers. If necessary, revise how to say the various times, including how to say the twenty-four-hour clock (e.g. *eighteen forty-five*).

Answers:

1 11.30
2 Platform 7
3 9.15
4 22.45/quarter to eleven.
5 You need the Aswan train
6 9 ½ hours
7 Platform 6

Listening

6 Listen to Nadia and her mother. Where are they?

1 Ask students to refer to the question as they listen for the answer.
2 Check the answers with the whole class.



Audioscript

Nadia: *Which train do we need for Tanta?*
Mother: *We need the train to Alexandria. Look, it stops at Tanta.*
Nadia: *Oh yes. So the next train is at 11.30.*
Mother: *That's right.*
Nadia: *And when does it arrive?*
Mother: *It arrives at 13:00.*
Nadia: *Which platform does it leave from?*
Mother: *It's the Alexandria train, so it leaves from Platform 7.*

Answers:

They are at a station.

7 Listen again and answer the questions.

1 Ask the students to read the questions and ask them what they remember from the recording.
2 Play the recording again for them to listen and write their answers.
3 Check the answers as a whole class.

Answers:

1 Tanta	2 11.30	3 13:00
4 Alexandria	5 Platform 7	

Writing

8 Nadia gets the text message below from her friend Amira. Write a reply using the information from Exercise 7.

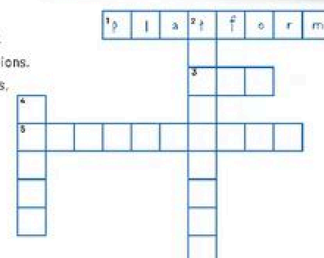
1 Ask students to read the text message and instructions.
2 Students then write a reply in their notebooks, using the information from Exercise 7. Remind them to use informal language (e.g. Hi! Bye!) and the present simple for the scheduled events. Monitor as they are working and help if necessary.
3 Check the answers by inviting volunteers to read out their replies.

Answers:

Students' own answers.

WB page 74

1 Lesson 3



Vocabulary

1 Complete the crossword.

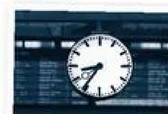
Across →
1 You can catch a train from here.
3 You can use this to follow directions.
5 You can go here to see paintings, photographs, objects, etc.

Down ↓
2 You can use this to find when a train or bus leaves.
4 You can use this to travel in a city. sometimes it travels underground.

Language

2 Listen and choose the correct words.

Good morning. This (is) / was the 11.30 train to Luxor. It [2]leave / leaves in five minutes. The train [3]stops / stopped at Giza, Assiut and Qena. It [4]doesn't / won't stop at Al Balyana today because there are engineering works. The train [5]arrives / will arrive in Luxor at 23.15.



3 Complete the sentences with the correct form of the verbs in brackets.

Man: Good morning. Where [1]does the train to Aswan leave (leave) from?
Guard: It [2]............ (leave) from platform four.
Man: Thanks. What time [3]............ (be) the next train?
Guard: The next train [4]............ (leave) in five minutes.
Man: Great. What time [5]............ it .... (arrive) in Aswan?
Guard: The train usually [6]............ (take) six hours, so the next train [7]............ (arrive) in Aswan at about 4.30.

Writing

4 Answer the questions.
1 Where do you go to on a train or bus? ....
2 How long does the journey take? ....

74 Lesson 3

Vocabulary

1 Complete the crossword.

1 Students open their Workbooks and look at the example.
2 Students complete the exercise individually before checking their answers with a partner.
3 While they are working, draw the crossword frame on the board. Then check answers by inviting different students to come to the board and complete the crossword.

Answers:

1 platform	2 timetable	3 map
4 metro	5 exhibition	

Language

2 Listen and choose the correct words.

1 Ask the students to read through the text and predict the answers.
2 Then play the recording for the students to listen and complete the exercise.
3 Check the answers with the class by inviting

different students to read out the lines of the text.



Audioscript

Good morning. This is the 11.30 train to Luxor. It leaves in five minutes. The train stops at Giza, Assiut and Qena. It doesn't stop at Al Balyana today because there are engineering works. The train arrives in Luxor at 23.15.

Answers:

1 is	2 leaves	3 stops	4 doesn't	5 arrives

3 Complete the sentences with the correct form of the verbs in brackets.

1 Ask students to look at the dialogue and example and elicit what they have to do. Remind them that the present simple can be used for scheduled events in the future.
2 Students complete the exercise in pairs.
3 Check the answers by inviting students to read out the completed lines of the dialogue.
4 If time allows, students can practise reading the dialogue aloud in pairs, paying attention to pronunciation, intonation and words stress.

Answers:

1 does, leave	2 leaves
3 is	4 leaves
5 does, arrive	6 takes
7 arrives	

Writing

4 Answer the questions.

1 Ask students to read the questions and go through the exercise orally.
2 Students complete the exercise. Remind them to use the appropriate tense. Monitor as they are working and help if necessary. Alternatively, students could complete the exercise for homework.
3 Collect in their work to mark individually, or invite volunteers to read out their sentences.

Answers:

Students' own answers.

Skills

Reading:
- To read a text chat for gist and detail
- To understand timetables

Writing:
- To write a reply to a text message from a friend
- To write about a journey (Workbook)

Listening:
- To understand a conversation at a train station
- To listen for specific information (Workbook)

Language: Present simple for scheduled events

Vocabulary: *exhibition, metro, platform, timetable*

LESSON 4 SB page 8 WB page 75

Outcomes:
- To pronounce familiar and unfamiliar words mostly accurately
- To compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations
- To exchange opinions with peers; agree and disagree with others
- To recognize some antonyms
- To write informative/explanatory texts; introducing a topic, developing ideas, and providing a concluding statement

SB page 8

1 Lesson 4

Speaking

1 Look at the photos. Which of these types of transport do you use? When do you use them?

tram

ferry

train

Reading

2 Read the texts and answer the questions.

I love travelling by train because it's interesting to look out of the window. In one journey, you can see **ferries** crossing the Nile, green **valleys**, peaceful villages and busy cities. Trains are often fast and **comfortable**, too. Egypt has the oldest railway in Africa. More than 800 million **passengers** travel by train in Egypt every year on 5,000 kilometres of railway! I take the train when I visit my grandparents in Edfu. It's my favourite journey.

Riham

Lots of people in Alexandria use the **tram** to travel around the city. It's a great way to travel! It's easy to use and it isn't expensive. Trams are **electric**, so they are better for the environment than other types of transport. Some of the trams in Alexandria are unusual: they have two **floors!** I like sitting at the top and watching the streets below.

Hana

1 What does Riham like doing on the train? She likes looking out of the window.
2 How many passengers travel by train every year in Egypt? ....
3 Who does Riham visit by train? ....
4 How does Hana like to travel around the city? ....
5 What type of energy do trams use? ....
6 What is special about some of the trams in Alexandria? ....

3 Read the texts again. Write the types of transport next to the words and phrases the girls use to describe them. Can you add any words?

1 fast train
2 comfortable ....
3 easy to use ....
4 interesting ....
5 good for the environment ....

Speaking

4 Discuss this question in pairs.

Which way do you like to travel? Why?

I like the train because it's comfortable and it isn't expensive.

I prefer the tram. It's more fun!

8 | Lesson 4 | Workbook page 75

Speaking

1 Look at the photos. Which of these types of transport do you use? When do you use them?

1 Ask students to look at the photos. Model pronunciation of the words for them to repeat after you. Ask *How are they different?* to elicit responses such as *the ferry travels on water* and so on.
2 Then hold a class discussion, encouraging students to talk about how and when they travel.
3 Encourage students to listen carefully to what other students say.

Answers:

Students' own answers.

Reading

2 Read the texts and answer the questions.

1 Ask students to read the questions first, so they know what information to read for.
2 Students then read the texts carefully. Then draw their attention to the words in bold and elicit the meanings. Alternatively, they can check the words in the glossary. You might want to point out the use of *floors* here.
3 Students then answer the questions, as in the example.
4 Check the answers by reading out the questions in turn and inviting volunteers to give the answers.

Answers:

1 She likes looking out of the window.
2 More than 800 million.
3 She visits her grandparents.
4 She likes to travel by tram.
5 They use electricity/They are electric.
6 They have two floors.

3 Read the texts again. Write the types of transport next to the words and phrases the girls use to describe them. Can you add any words?

1 Ask students to read the instructions and look at the example. Elicit what they have to do.
2 Students then complete the exercise with a partner.
3 Check the answers with the whole class. Then ask the students to find other adjectives to describe transport in the texts ((*not*) *expensive*, *unusual*).

Answers:

1 train 2 train 3 tram 4 tram 5 tram

Speaking

4 Discuss this question in pairs.

1 Ask two students to read the speech bubbles aloud.
2 Students then discuss their ideas with a partner.
3 Invite pairs of students to discuss their transport preferences.

Answers:

Students' own answers.

WB page 75

Lesson 4 1

Vocabulary

1 Answer the questions.

1 Is a **valley** between two mountains or on a mountain? between two mountains
2 Does a **ferry** take people across the desert or across water? ....
3 Does a **passenger** travel in a car or drive a car? ....
4 Does a **tram** use rails like a railway or travel on water? ....
5 If a chair is **comfortable**, is it nice to sit on or not nice to sit on? ....

2 Match the words with the opposite meaning.

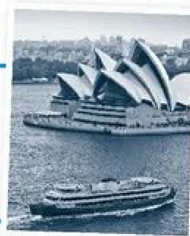
1	f comfortable	a	slow
2	easy to use	b	noisy
3	fast	c	difficult to use
4	good for the environment	d	boring
5	interesting	e	polluting
6	peaceful	f	uncomfortable

Reading

3 Complete the text with these words.

Comfortable easy fast interesting peaceful

Some people think that Sydney in Australia has the best transport in the world. Why? Because trains, buses and ferries travel to all parts of the city. [1] Comfortable buses go to the nearest beaches such as Bondi. If you want to get somewhere quickly, [2] .... trains leave from Central Station to many places, including the airport. It is quiet on the water, so ferries are [3] .... and they are also [4] .... to use. It is [5] .... to see the famous buildings from the water, too.



Writing

4 Describe the types of transport in your nearest city. Use some of the adjectives from the lesson.

....

....

Lesson 4 75

Vocabulary

1 Answer the questions.

1 Ask students to read the questions and elicit what they have to do. Then ask them to look at the example and discuss answers with a partner.
2 Students then complete the exercise in pairs, as in the example.
3 Check the answers as a class.

Answers:

1 between two mountains
2 It takes people across water.
3 A passenger travels in a car.
4 It uses rails like a railway.
5 It is nice to sit on.

2 Match the words with the opposite meaning.

1 Draw students' attention to the example and ask a confident student to explain what they have to do.
2 Students then complete the exercise with a partner.
3 Check the answers as a whole class.

Answers:

1f 2c 3a 4e 5d 6b

Reading

3 Complete the text with these words.

1 Elicit the adjectives that students have learnt in Lesson 4. Then ask them to look at the photo and ask if they know what it shows (the Sydney Opera House in Australia).
2 They then look at the adjectives in the box, read the text carefully and complete the gaps.
3 Check the answers by inviting different students to read out the completed sentences of the text. You may need to help them with the meaning of *get somewhere* (*get* here means arrive at or reach).
4 Ask whether any of the students have been to Sydney/Australia and what they did there.

Answers:

1 comfortable 2 fast 3 peaceful
4 easy 5 interesting

Writing

4 Describe the types of transport in your nearest city. Use some of the adjectives from the lesson.

1 Ask students to read the instructions carefully. Then elicit some ideas to write on the board.
2 Students write about transport in their nearest city. Remind them to use some of the adjectives they have learnt.
3 Monitor as they are working and help if necessary. Encourage stronger students to write as much as they can. Alternatively, students could complete the exercise for homework.
4 Collect in their work to mark individually or invite different students to read out their texts. Ask volunteers to say which ending they liked best and why.

Answers:

Students' own answers.

Skills

Reading:

- To understand contrasting opinions about transport
- To complete a text about transport in Sydney

Writing: To describe transport in a nearby city (Workbook)

Speaking: To discuss the best way to travel.

Vocabulary: *comfortable, ferry, floor, passenger, tram, valley*

LESSON 5 SB page 9 WB page 76

Outcomes:

- To identify gist and main idea(s) in longer listening texts (both informative and literary texts)
- To exchange opinions with peers; agree and disagree with others.
- To discuss topics providing explanation and clarification as needed.
- To demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

SB page 9

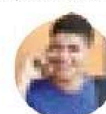
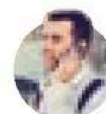
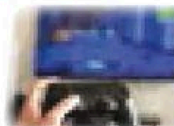
Lesson 5 | 1

Listening

1 Listen to the conversation. Why doesn't Basel want to go to the sports centre, park or the museum?

2 Choose the correct words that Basel and Taher use to make and respond to suggestions. Listen again to check your answers.

1 (Would) / Do you like to meet up tomorrow?
2 I'm / I'm not sure.
3 Could / Shall we go to the park, then?
4 I prefer / 'd prefer to go somewhere indoors.
5 How / What about the museum?
6 It could / would be nice to play a computer game.
7 Why don't you come / are you coming to my house?
8 That sounds like a great idea. I'd love / want to!

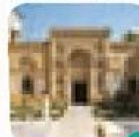
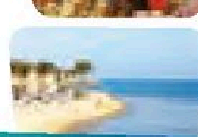




3 Look at the phrases in Exercise 2 and answer the questions.

1 Which phrase do we use to agree with a suggestion? ......
2 Which phrase do we use to disagree politely? ......
3 Which phrase do we use to describe something you like more? ......
4 Which phrases do we use to make suggestions? ......

Speaking

4 Work in pairs. Use the photographs to make suggestions to meet up and agree on an activity.

Student A: Invite Student B to do something. Suggest two activities.

Student B: Listen and reply to Student A's suggestions. Suggest a third activity.

Student A: Listen to Student B's suggestion and give an answer.

Life Skills

Sometimes other people prefer to do different things from you. Remember to think about their opinions and feelings before you make a final decision together.

Workbook page 76 | Lesson 5 | 9

Listening

1 Listen to the conversation. Why doesn't Basel want to go to the sports centre, park or the museum?

1 Ask students to look at the photos and explain that they are going to hear part of a phone conversation between Basel and Taher.

2 They then listen and make notes for each of the three places.

3 Check answers with the whole class.



Audioscript

Basel: *Hi, Taher. Would you like to meet up tomorrow?*
Taher: *Hi Basel. That would be great. Shall we go to the sports centre?*
Basel: *I'm not sure. I hurt my leg, so I can't play sport at the moment.*
Taher: *Oh dear! Shall we go to the park, then?*
Basel: *Maybe, but it's a long way to walk. I'd prefer to go somewhere indoors.*
Taher: *Oh, OK. How about the museum?*
Basel: *Perhaps … but it's always busy on*

	Saturdays.
Taher:	*OK, so what would you like to do?*
Basel:	*I think it would be nice to play a computer game. There's a new one which lets you practise your English.*
Taher:	*That sounds like a great idea. Why don't you come to my house?*
Basel:	*I'd love to! Thanks, Taher. See you tomorrow!*

Answers:

Sports centre: He hurt his leg so he can't play sport.

The park: It's a long way to walk.

The museum: It's always busy on Saturdays.

2 Choose the correct words that Basel and Taher use to make and respond to suggestions. Listen again to check your answers.

1 Ask students to look at the sentences and questions and discuss with a partner which word is correct in each case.

2 They then listen to the conversation again and check their answers.

3 Check the answers with the whole class.

4 Then elicit the use of the phrases (to make and respond to suggestions).

Answers:

1 Would	2 I'm not	3 Shall	4'd prefer
5 How	6 would	7 don't you come	
8 love			

3 Look at the phrases in Exercise 2 and answer the questions.

1 Ask students to look at the questions and refer back to the sentences and questions in Exercise 2. Ask them to discuss the answers in pairs, and then compare their answers with another pair.

2 Check the answers with the class.

Answers:

1 I'd love to.

2 I'm not sure.

3 I'd prefer to …

4 Shall we...

Speaking

4 Work in pairs. Use the photographs to make suggestions to meet up and agree on an activity.

1 Ask students to look at the photos and say what they can see (a park, a museum, a market, a beach).

2 Elicit the phrases that students learnt in Exercise 2 and ask them to read the Life Skills box. Ask why they think it is important to consider what other people think when trying to make a decision and accept all possible ideas.

3 Read the instructions and check they understand the meaning of *meet up* and *agree on (something).*

4 Students then work in pairs to suggest activities and respond appropriately. Remind them to use the phrases from Exercise 2, referring back to them as necessary, and the ideas in the photos. Monitor as they are working and help if necessary.

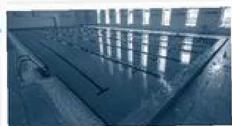
5 Ask different pairs of students to role-play their dialogue.

Answers:

Students' own answers.

WB page 76

1 Lesson 5



Language

1 Match to make questions and answers.

1	[b] Would you like	a	about the park?
2	[ ] I'm not	b	to meet up this evening?
3	[ ] Shall we go	c	come to my house?
4	[ ] I'd prefer to go	d	play some sport.
5	[ ] How	e	sure.
6	[ ] It would be nice to	f	to!
7	[ ] Why don't you	g	somewhere indoors.
8	[ ] I'd love	h	to the swimming pool, then?

Reading and listening

2 Put the dialogue into the correct order. Then listen and check.



a [ ] Injy: Yes, I'd love to! Why don't we meet by the bridge?
b [ ] Lina: OK. Shall we go to the shops, then?
c [ ] Injy: I'm not sure. I think the museum's closed tomorrow.
d [1] Injy: Would you like to meet up tomorrow, Lina?
e [ ] Lina: I like the park, but I think it would be nice to go on a ferry on the river. Would you like to do that?
f [ ] Injy: I'd prefer to go somewhere outside. How about the park?
g [ ] Lina: That would be great, Injy. Shall we go to the museum?

Writing and speaking

3 Work in pairs. Complete the sentences to arrange to meet up. Then role-play the dialogue.

You: Would you like to meet up tomorrow, ...?
Friend: That would be great. Shall we go to the ....?
You: I'm not sure. ....
Friend: OK. Shall we go to ...., then?
You: I'd prefer to go .... How about ....?
Friend: I think it would be nice to .... Would you like to do that?
You: Yes, I'd love to! Why don't we meet ....?

76 Lesson 5

Language

1 Match to make questions and answers.

1 Elicit the phrases from Lesson 5.
2 Students then complete the exercise as in the example.
3 Check the answers as a class by inviting different students to read out the completed sentences.

Answers:

1b 2e 3h 4g 5a 6d 7c 8f

Reading and listening

2 Put the dialogue into the correct order. Then listen and check.

1 Draw students' attention to the dialogue and ask them read it through quickly. Ask what they think the dialogue is about (they are making suggestions for meeting tomorrow).
2 Play the recording for them to listen and order the dialogue, starting with the example.
3 Check the answers by inviting different students to read out the lines of the dialogue.



Audioscript

Injy: *Would you like to meet up tomorrow, Lina?*
Lina: *That would be great, Injy. Shall we go to the museum?*
Injy: *I'm not sure. I think the museum's closed tomorrow.*
Lina: *OK. Shall we go to the shops, then?*
Injy: *I'd prefer to go somewhere outside. How about the park?*
Lina: *I like the park, but I think it would be nice to go on a ferry on the river. Would you like to do that?*
Injy: *Yes, I'd love to! Why don't we meet by the bridge?*

Answers:

1d 2g 3c 4b 5f 6e 7a

Writing and speaking

3 Work in pairs. Complete the sentences to arrange to meet up. Then role-play the dialogue.

1 Ask students to read the dialogue and explain that they have to complete it using their own ideas (you may need to point out that the first question only requires their partner's name).
2 Students then complete the dialogue in pairs.
3 Students practise the dialogue, paying attention to pronunciation, intonation and word stress. Monitor as they are working and help if necessary.
4 Invite volunteers to read the dialogue aloud.

Answers:

Students' own answers.

Skills

Listening:

- To understand a conversation making suggestions
- To order a conversation making suggestions (Workbook)

Speaking: To make and respond to invitations and suggestions

Vocabulary: indoors

Life Skills: Decision making

LESSON 6 SB page 10 WB page 77

Outcomes:

- To consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
- To identify main and specific information in descriptions: such as goods in brochures and websites e.g. computer games, clothes, etc
- To use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
- To write informative /explanatory texts; introducing a topic, developing ideas, and providing a concluding statement

SB page 10

1 Lesson 6

Reading

1 Look at the brochure and find the following information.

1 Two reasons the garden is important It protects important plants and trees.

2 Two facts about history ____

3 The address of the park ____

Visit El-Orman Garden!

- Learn about how Khedive Ismail asked a famous French gardener to plant a forest in the nineteenth **century**
- Find our how the Orman Garden became famous in 1910
- Learn how the garden protects many important plants and trees
- See plants, trees and flowers that grow nowhere else in Egypt

El-Dokki Street, Giza

2 Read the email from Reem. What is Reem sending to Azza?

New message

Hi Azza

I'm looking forward to our trip to El-Orman Garden! The garden opens at 9 am, and it takes about an hour to get there by car. What time shall we come to get you?

The online reviews are fantastic. The garden is very big and there's lots to see. Make sure that you wear comfortable shoes!

I'm sending you a map of the garden. You can see wild flowers and plants from all over the country. There is also a small lake and a museum. What would you like to see first?

We could bring some food with us or we could go to a nearby café for lunch. What would you prefer? There is also a lovely shop near the garden that sells **pottery** and **jewellery**!

See you Saturday,

Reem

3 Read the email again and answer the questions.

1 What time does the Orman Garden open? It opens at 9 am.

2 How long does it take to get to the Orman Garden? ____

3 Why should Azza wear comfortable shoes? ____

4 What can Azza do if she doesn't want to eat at a café? ____

5 What can Reem buy at a nearby shop? ____

6 What day are they going? ____

Writing

4 Write Azza's reply to Reem's email.

Remember!

- Start and end your email correctly.
- Answer Reem's three questions.
- Check your work for correct spelling and punctuation.

10 | Lesson 6 | Workbook page 77 | Video

Reading

1 Look at the brochure and find the following information.

1 Ask the students to look at the photo and say what they can see.

2 Then point to the brochure and ask what they think it is (a botanical garden brochure showing information about El-Orman Garden). Ask what they think the brochure is saying about the garden.

3 Ask the students to check the words in bold in the glossary or a dictionary.

4 Students look carefully at the information and find two reasons why the garden is important.

5 Check the answers with the class.

Answers:

1.1. It protects important plants and trees, it shows plants, trees and flowers that grow nowhere else in Egypt.
1.2. Khedive Ismail asked a famous French gardener to plant a forest in the nineteenth century, the Orman Garden became famous in 1910.
1.3. El-Dokki Street, Giza.

2 Read the email from Reem. What is Reem sending to Azza?

1 Ask the students to look at the text and elicit that it is an email.
2 They then read the text carefully and find the answer to the question.
3 Check the answer with the class.

Answers:

2. She is sending a map of El-Orman Garden.

3 Read the email again and answer the questions.

1 Elicit what the students remember from the email.
2 They then answer the questions, referring back to the text when necessary.
3 Check the answers by asking the questions in turn and inviting different students to give their answers.

Answers:

3.1. It opens at 9 am.
3.2. It takes about an hour to get there by car.
3.3. They should wear comfortable shoes because the garden is very big and there is lots to see.
3.4. She could bring some food with her.
3.5. Reem can buy pottery and jewellery.

Writing

4 Write Azza's reply to Reem's email.

1 Ask the students to read the instructions and elicit what they have to do.
2 Ask students to read the *Remember!* box silently. Elicit ways to start and end an email.
3 Students write their email in their notebooks. Monitor as they are working and help if necessary. Alternatively, students could write their email for homework.
4 Students check their work carefully and then read each other's work, suggesting improvements.
5 Collect in their work to mark individually.

Answers:

Students' own answers.

Video

1 Tell students that they are going to watch a video about visiting Aswan. Write *Aswan* on the board and elicit what students know about it, and what you can see or do there.
2 Play the video so students can check their answers.
3 Put students into pairs and ask them to say which of the places in the video they have visited or would like to visit. Encourage them to describe the places if they have been there, or to give their reasons for wanting to go there.



Videoscript

Aswan is a beautiful city in the south of Egypt. The River Nile runs through the city and there are lots of things to see and do.
Many people visit the Aswan Botanical Garden when they are in the city because it is very peaceful here. The garden is on El Nabatat Island, opposite the famous Elephantine Island in the River Nile.
It's open every day from eight o'clock in the morning to five or six o'clock in the afternoon. To visit, you can go by ferry or even by felucca.
Another place to visit in Aswan is the Nubian Museum. It is between Al Fanadek Street and El Sadat Road. Some visitors to Aswan take a taxi to visit the museum.
You can visit the museum every day. It opens in the morning at nine o'clock and it closes at one o'clock for lunch. It opens again at five o'clock until nine or ten o'clock in the evening.
People come here to learn all about the life, culture and history of the people in Nubia.
After they visit the museum, some people take a boat to visit a real Nubian village near Aswan.
What can people see and do in your town or city? Are there any botanical gardens or other interesting places to visit?

WB page 77

Lesson 6 | 1

Vocabulary

1 Complete the sentences with these words.

century jewellery ~~indoors~~ pottery

1 The children played indoors today, because it was very hot outside.
2 Hisham was born in 1981, which was in the last ....
3 Be careful in that shop. It sells ...., which breaks easily.
4 My mother has some beautiful ...., which she got from her mother when she got married.

Reading

2 Read the email reply to an invitation. Write the missing sentences a–c in the right places.

a I like walking in the country.
b I'm sure there will be enough for us to share!
c Thank you for asking me to visit the lake.

New message

From: Munir
To: Hazem

Dear Hazem

[1] ☐ I would love to go there! I will be ready at 7 am, so you can come to get me any time after that.

Yes, I have some comfortable shoes. I don't mind walking round the lake. [2] ☐ To answer your question, perhaps we should take a boat on the lake first, before it is too hot.

My mother is going to make me some lunch to take with us, but she always makes lots. [3] ☐

See you on Saturday.

Yours, Munir

3 In Munir's email, he replied to four questions that Hazem wrote in his invitation. What do you think the questions were?

1 Would you like to come to the lake with me?
2 ....
3 ....
4 ....

Writing

4 Now write the invitation that Hazem wrote to Munir.

- Remember to start and end your email correctly.
- Include the questions you wrote in Exercise 3.

Remember!

Writing an e-mail is a great way to keep in touch with a friend or family.

Remember to include these parts:

Greetings: Start with words like *Hi, Hello* and *Dear*.
Body 1: Write what you want to talk about.
Body 2: Start a new paragraph if you want to talk about something new.
Closing: End your email with words like *See you on....* *Thank you,* or *Kind regards*.

Lesson 6 | 77

Vocabulary

1 Complete the sentences with these words.

1 Elicit the vocabulary from Lesson 6.
2 Students then complete the sentences using the words in the box.
3 Check the answers as a whole class. You might want to point out the difference between *indoors* (an adverb meaning into or inside a building) and *indoor* (an adjective meaning done or used inside a building).

Answers:

1 indoors 2 century 3 pottery 4 jewellery

Reading

2 Read the email reply to an invitation. Write the missing sentences a–c in the right places.

1 Ask students to skim read the email and say what it is about (Munir is accepting an invitation).
2 Students then complete the exercise in pairs.
3 Check the answers as a class.

Answers:

1c 2a 3b

3 In Munir's email, he replied to four questions that Hazem wrote in his invitation. What do you think these questions were?

1 Ask students to read the instructions and example, and elicit what they have to do.
2 Students then work in pairs to complete the exercise.
3 Check answers by inviting different students to read out the questions. Accept all reasonable answers.

Suggested answers:

1 Would you like to come to the lake with me?
2 Do you have some/any comfortable shoes?
3 Should we walk first or take a boat on the lake?
4 Can you bring some lunch for us?

Writing

4 Now write the invitation that Hazem wrote to Munir.

1 Explain what the students have to do.
2 They then write their invitation in their notebooks. Monitor as they are working and help if necessary.
3 When they have finished, ask them to exchange their Workbooks with a partner and check each other's work. Alternatively, students could write their emails for homework.
4 Invite volunteers to read out their emails. Then collect in the books to mark individually.

Answers:

Students' own answers.

Skills

Reading:

- To skim read a a botanical garden's brochure for information
- To read an email for specific information
- To complete an email with missing sentences (Workbook)

Writing:

- To write a reply to an email
- To write an invitation (Workbook).

Video: Visiting Aswan

Vocabulary: *century, jewellery, pottery*

Values: *Academic values: curiosity*

LESSON 7 SB page 11 WB page 78

Outcomes:

- To review and practise the vocabulary and structures of the unit

Before using the book:

- Elicit the language and vocabulary of the unit (phrases for giving directions; prepositions of place and time; present simple for scheduled events; adjectives to describe transport; making suggestions and invitations) and ask students to give examples.

SB page 11

Lesson 7 1

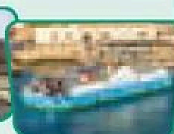
Review

1 Match the words to the photos.

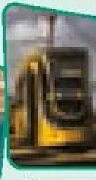
exhibition ferry metro platform tram



1 metro



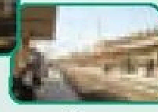
2 ....



3 ....



4 ....



5 ....

2 Look at the map. Where do these directions take you?

1 From the botanical gardens, go straight on. Walk past the shopping centre and take the second road on the right. It's next to the restaurant. ....

2 From the station, turn right. Walk past the bank and then turn left. It's next to the museum. ....



3 Work in pairs. Take turns to choose two places on the map. Ask your partner for directions between them.

Writing

4 Look at the bus timetable and advert. Write an email inviting a friend to the exhibition with you and your family.

Remember to:

- say what time it starts and who you are going with
- suggest a place to meet
- say what time the bus leaves
- say what time the bus arrives

Bus station	9.55
Hamdi Street	10.35
City Library	11.00

City Library
True Stories exhibition
11.30 am – 1.30 pm

Workbook page 78 Lesson 7 11

Review

1 Match the words to the photos.

1 Ask students to look at the photos and the example.
2 Students then complete the captions and check their answers with a partner.
3 Check the answers with the class.

Answers:

1 metro 2 ferry 3 tram 4 exhibition 5 platform

2 Look at the map. Where do these directions take you?

1 Elicit the phrases for giving directions.
2 They then complete the exercise in pairs.
3 Check the answers with the class.

Answers:

1 sports centre 2 café

3 Work in pairs. Take turns to choose two places on the map. Ask your partner for directions between them.

1 Students read the instructions, then work in pairs. Monitor as they are working, and help if necessary.

2 Invite volunteers to give directions for the rest of the class to follow and say the place.

Answers:

Students' own answers.

Writing

4 Look at the bus timetable and advert. Write an email inviting a friend to the exhibition with you and your family.

1 Elicit phrases for inviting.

2 Students read the instructions and plan their invitation, using the information given in the timetable and advert.

3 Students then write their emails in their notebooks. Monitor as they are working and help if necessary.

4 Students check their work carefully and read each other's, making suggestions for improvements.

5 Invite volunteers to read out their work.

Answers:

Students' own answers.

WB page 78

1 Lesson 7

Review

1 Complete the table with these words. Can you add any words?

~~botanical gardens~~ ferry lake metro monument passenger wild flowers platform timetable traffic tram aquarium plants

in a town	in a station	forms of transport	in a botanical garden
botanical gardens			

2 Complete the sentences with *at*, *in* or *on* and the correct form of the verb in brackets.

I'm Tarek and I live in a small village. [1] On weekdays, there [2] .... (be) two buses a day to the nearest city. The first bus [3] .... (be) [4] .... 7 am and the second one [5] .... (leave) late [6] .... the afternoon. My father [7] .... (not take) the early bus because it is very slow. The traffic is always bad [8] .... the mornings. [9] .... the weekend, there is only one bus, which [10] .... (go) at 8 am. There is not much traffic then, so it [11] .... (arrive) in the city [12] .... 8.30 am. There is a market in the city at this time, so I often take this bus with my mother.

3 Tarek and his mother are at the bus station. Look at the map and write directions to the market. Use some of these words.

go straight on on the corner opposite take the second road on the left/right turn left/right walk past



4 Write directions from your house to one of these places.

- the school
- the park
- the museum
- the market

78 Lesson 7

Review

1 Complete the table with these words. Can you add any words?

1 Ask students to look at the words and elicit the meanings.

2 Students then work in pairs to write the words in the correct column in the table.

3 As they are working, draw the table on the board. Then check the answers by inviting different students to come to the front of the class and complete the table.

Answers:

in a town	in a station	forms of transport	in a botanical garden
botanical gardens, traffic, monument, aquarium	passenger, platform, timetable	metro, tram, ferry	plants, wild flowers, lake

2 Complete the sentences with *at*, *in* or *on* and the correct form of the verb in brackets.

1 Students complete the texts individually, before checking their answers with a partner.

2 Check the answers as a whole class.

Answers:

1 On	2 are	3 is	4 at
5 leaves	6 in	7 doesn't take	
8 in	9 At	10 goes	
11 arrives	12 at		

3 Tarek and his mother are at the bus station. Look at the map and write directions to the market. Use some of these words.

1 Ask students to look at the directions in the box.

2 Students then write their answers. Monitor as they are working and help if necessary.

3 Check the answers as a class by inviting volunteers to read out their answers.

Suggested answers:

From the bus station, turn right. Walk past the aquarium and turn left. There is a café on the corner. Then take the second road on the left. Go straight on and the market is on the right, opposite the botanical gardens.

4 Write directions from your house to one of these places.

1 Ask students to look at the places and choose one. Weaker students may choose the place that is nearest to their home. Encourage stronger students to choose a place further away. Explain that they should include transport if this is part of the journey.

2 They then plan their work (quickly drawing a map if helpful) and then write their directions.

3 Monitor as they are working, and help if necessary. Encourage them to use the language and vocabulary of the unit. Alternatively, they could do this for homework.

4 Invite individuals to read out their work. Then collect in the notebooks to mark individually.

Answers:

Students' own answers.

4

Have you ever travelled by plane?

SB pages 34-43 WB pages 95-101

OBJECTIVES

Reading

A report about experiences; texts about life experiences; *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn;* a text about someone's life

Writing

A story about something that happened in your life; a timeline of a person's life events; a biography of a person

Listening

An interview about someone's life; an account of something bad that happened to someone

Video

Why tourists come to Egypt and the Red Sea

Speaking

Talking about experiences; asking and answering questions about experiences; telling a story

Language

The past simple and present perfect (revision); the present perfect with *ever*, *never*, *for* and *since*

Life Skills

Communication

Values

Objectivity: good listening to others

Issues

Discrimination issues: Discrimination against people with special needs

LESSON 1 SB pages 34-43 WB page 95

Outcomes:

- To pronounce familiar and unfamiliar words mostly accurately
- To participate in shared research and writing projects
- To identify main and specific information in descriptions: such as goods in brochures and websites e.g. computer games, clothes, etc.
- To determine the main idea of a text and explain how it is supported by key details; summarise the text
- To interpret non-verbal reading texts (charts, and tables)
- To write informative/explanatory texts; introducing a topic, developing ideas, and providing a concluding statement.
- To form and use the perfect verb tenses.

Before using the book:

- Write the title of the unit *Have you ever travelled by plane?* on the board and ask students what they think they will learn about in the unit.
- Tell the students that they will learn how to talk about experiences in the unit.

SB page 34

Discuss

Which of these things have you done?

1 Ask students to look at the photos and labels, and elicit the meanings. See if they can work out the meaning of *snorkel* from the context. Then model pronunciation of the past participles.

2 Write *I have* on the board and tell the students what you have done (e.g. *I have* ridden a horse). Do not focus on the negative form at this point.

3 Students then complete the exercise in pairs, starting each sentence with *I have* for the things they have done.

4 Check the answers by inviting different students to tell the class which of the things they have done.

Answers:

Students' own answers.

Research

Where is it best to snorkel in Egypt and why?

1 Ask students to look at the photo labelled *snorkelled in the sea* and make sure they understand what *snorkel* means. If any students have done this activity before, encourage them to explain and recount their experience to the class.

2 Ask students questions like *what places do you think are suitable for snorkelling? What would you love to see under water if you snorkel?*

3 After they answer, elicit places in Egypt they think suit their criteria. Students can use the internet or the school library to research, if possible.

4 Direct students to present their answers in class or hand them in as homework.

Answers:

Students' own answers.

Find

Look through the unit. Who wrote The Adventures of *Tom Sawyer* and *The Adventures of Huckleberry Finn*?

1 Ask students whether they have heard of the books or read them.

2 Explain that they have to scan the pages quickly to find the information.

3 They then look through the unit to find and confirm (Lesson 4, page 40).

Answers:

Mark Twain

SB page 35

Lesson 1 **4**

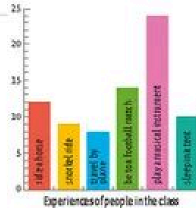
Reading

1 Adam asked the people in his class about their experiences. Look at the graph and read his report. Answer the questions.

1 Which two things have the most people in his class done? ......

2 Which two things have the fewest people done? ......

I asked the people in my class about their **experiences**. Most people in the class have played a musical instrument. Not many people have ridden a horse or slept in a tent. Even fewer people have snorkelled. Most people in the class have never travelled by plane, but Hazem has travelled by plane three times! I also asked, 'Have you ever been to a football match?' About half the people in the class haven't been to a football match and about half the class have.



Language

The present perfect

- Use *have/has* + the past participle to talk about things that we have done at some time in the past (past experiences). We don't need to say when we did something.

They **have ('ve) ridden** a horse.
I **have not (haven't) played** a musical instrument.
Have you **ever been** to a football match?
He **has ('s) travelled by** plane.
They **have ('ve) never travelled by** plane.
Has she **ever ridden** a horse? Yes, she **has**./No, she **hasn't**.

2 Complete the sentences with the correct form of the present perfect.

1 Hania has played (play) tennis many times.
2 It is Lara's birthday today and she ...... (eat) a lot of cake!
3 I ...... (not/read) that book.
4 ...... you ever ...... (be) to Giza?
5 ...... Lina ever ...... (see) that film?

3 Work in groups.

Ask the people in your group about their experiences using the pictures from page 34 or think of your own ideas.



Writing

4 Complete the sentences.

Most people in my group have ......, but not many people have ......



Workbook page 95 | Lesson 1 | 35

Reading

1 Adam asked the people in his class about their experiences. Look at the graph and read his report. Answer the questions.

1 Explain what *an experience* is and give examples. Ask students to look at the graph and the questions.

2 Then explain that they are going to read Adam's report and find the answers, using the report and graph.

3 Ask them what the word in bold means, or tell them to check this in the glossary.

4 Have students complete the exercise with a partner.

5 Check answers as a whole class.

Answers:

1 The two things that most people have done are: played a musical instrument and been to a football match.

2 The two things that the fewest people have done are: travelled by plane and snorkelled in the sea.

Language

2 Complete the sentences with the correct form of the present perfect.

1 Ask students to recall the things they said they have done from SB page 34. Write the structure *I have* + past participle on the board.

2 Elicit the negative form *I haven't* + past participle, and the question *Have you* + past participle, and the positive and negative short answers, *Yes, I have/No, I haven't*.

3 Have students then look at the Language box.

4 Ask them to complete the exercise in pairs, referring back to the Language box to help. You might like to pair stronger and weaker students for this exercise. Monitor as they are working and help if necessary.

5 Check the answers by inviting volunteers to read out the completed sentences.

Answers:

1 has played
2 has eaten
3 have not/haven't read
4 Have/been
5 Has/seen

3 Work in groups.

1 Ask two students to read the speech bubbles aloud.

2 Put the students into groups of four or five. They then ask and answer, using the ideas on page 34. Encourage them to think of their own examples, too. Remind them to refer back to the Language box if necessary. Ask them to listen carefully to what the other people in their group say, as they will need the information for Exercise 4. They could make brief notes if necessary.

3 Monitor as they are working and help if necessary.

4 Ask pairs of students to ask and answer for the class to listen and check their use of the present perfect.

Answers:

Students' own answers.

Writing

4 Complete the sentences.

1 Draw students' attention to the sentence and gaps and elicit what they have to do.

2 Ask students then to complete the sentence in their notebooks. Remind them to use the notes/ information they gathered in Exercise 3.

3 Invite different students to read out their completed sentences, or they could complete the task for homework.

Answers:

Students' own answers.

WB page 95

Unit 4

Lesson 1

Have you ever travelled by plane?

Language

1 Look at the chart. Make sentences using the present perfect.

1 Twelve people have ridden a camel.
2 ......
3 ......
4 ......
5 ......

What have people in the class done?
ride a camel / go to a farm / be in a football match / swim in a pool / visit an orphanage

2 Choose the correct word.

1 Have you ever **make / made / making / makes** cake?
2 I have **ever / never / yet / already** played a musical instrument.
3 Have you **ever / never / yet / usually** slept in a tent?
4 Has he finished on time? Yes, he **is / does / has / hasn't**.
5 Have you ever **been / gone / being / been to** Aswan in winter?

3 Complete the sentences using the correct form of the verbs in the box.

do drink make win write

1 I have never won a competition at school.
2 I have ______ two cups of coffee.
3 Have you ______ the housework alone?
4 Have they ______ the food for the wedding party?
5 Who has ______ this list of new students?

4 Find and correct the mistakes.

1 Have you ever ~~being~~ to London on business. been
2 Does he ever forgotten your birthday party? ______
3 Have you ever make a kite? ______
4 I have ever travelled by plane; I don't like travelling by air. ______
5 Has they arrived on time? ______

Lesson 1 95

Language

1 Look at the chart. Make sentences using the present perfect.

1 Before the students complete the exercise, write the verbs from the chart on the board: *ride*, *go*, *eat*, *swim*, *fly*. Elicit the past participle forms. Remind students that *go* can become *been* or *gone*. Elicit the difference between them (*been* is used when the person has been and returned from a place, *gone* is used when the person has gone to a place and is still there).

2 Ask students then to look at the example and then complete the exercise individually before checking their answers with a partner.

3 Check the answers as a whole class.

Answers:

1 Twelve people have ridden a camel.
2 Fifteen people have been to a farm.
3 Eighteen people have been to a football match.
4 No one has ever swum in a pool
5 One person has visited an orphanage.

2 Choose the correct word.

1 Ask students to look at the first question. Read it and elicit the correct answer (*made*).

2 Have students complete the exercise individually before checking with a partner.

3 Check the answers as a whole class.

Answers:

1 made	2 never	3 ever
4 has	5 been to	

3 Complete the sentences using the correct form of the verbs in the box.

1 Remind students that they need to use the past participle of the verbs in the box. All of these verbs are irregular. Remind students that there is a list of irregular verbs on page 120 if they need help with this.

2 Read the example.

3 Have students complete the exercise individually before checking with a partner.

4 Check the answers as a whole class.

Answers:

1 won	2 drunk	3 done
4 made	5 written	

4 Find and correct the mistakes.

1 Read the example as a class. Explain that the exercise focuses on common mistakes made with the present perfect.

2 Have students complete the exercise individually before checking with a partner.

3 Check the answers as a whole class.

Answers:

1 Have you ever **been** to London on business?
2 Has he ever **forgetten** your birthday party?
3 Have you ever **made** a kite?
4 I have **never** travelled by plane. I don't like travelling by air.
5 **Have** they arrived on time?

Video

1 Tell students that they are going to watch a video about why tourists visit Egypt and the Red Sea. Before they watch, ask students to say what they expect to see and hear in the video.

2 Play the video so students can check their answers.

3 Write on the board: *the Pyramids, the desert, relax on a beach, snorkel, see a coral reef, see a dugong, Dahab.*

4 Now ask students to say which of the things/ places they have done or been to, for example: *I have been to the Pyramids but I haven't seen a dugong.*



Videoscript

Tourists have come to Egypt for hundreds of years to see the wonders of the ancient world, such as the Pyramids, temples and other monuments. It is a wonderful experience for them.
Tourists have also come to experience the wonderful natural world, such as the desert and the Red Sea. There are lots of activities to do by the Red Sea. Some people love relaxing on the beach, while others like doing something more exciting, like snorkelling. Snorkelling has been popular for many years and people have come to Egypt to swim in the Red Sea for a long time. Dahab has been a popular destination since the 1960s. This is because the water here is among the best in the world for snorkelling. There are beautiful coral reefs and there are some amazing sea animals, such as this dugong and these lionfish.
Have you ever been to Dahab? Have you ever been snorkelling?

Skills

Reading: To understand a report about a graph
Writing: To write about life experiences
Video: To understand a video about why tourists come to Egypt and the Red Sea
Speaking: To talk about things you have done
Language: The present perfect
Vocabulary: *experiences, snorkel*

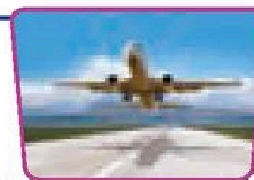
LESSON 2 SB pages 36-37 WB page 96

Outcomes:

- To discuss topics providing explanation and clarification as needed
- To identify gist and main idea(s) in longer listening texts (both informative and literary texts)
- To tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SB page 36

4 Lesson 2



Speaking

1 Ask and answer these questions in pairs.
1 Which people in your family have been to another country?
2 Has anyone in your family climbed a mountain?
3 Have any of your cousins got married?
4 Have your parents always lived in the same house, or have they moved?

Listening

2 Discuss the questions in pairs.
1 How much do you know about the lives of the older people in your family?
2 Do you think it is important to learn about the history of your family? Why?

3 Listen to Talia talking to her grandmother and answer the questions.
1 Have Grandad and Grandma lived in their house for a long time? ......
2 How do you know? ......



4 Listen again and answer the questions.
1 When did Talia's grandmother move to the house she lives in now?
When she got married.
2 How long has Talia's grandmother been married? ......
3 When did Talia's grandmother and grandfather meet? ......
4 When did Talia's mum and dad move to their house? ......
5 Where did they live before that? ......

Did you know?
We can learn a lot from elderly people, but they can be very sensitive. Listen to them carefully and give them an opportunity to ask questions and express themselves.

36 Lesson 2

Speaking

1 Ask and answer these questions in pairs.

1 Ask students to read the questions and check that they understand what to do.

3 Have students then ask and answer in pairs. Monitor as they are working and help if necessary.

4 Ask the questions to different students in turn, eliciting their responses. Check that they are using the present perfect correctly.

Answers:

Students' own answers.

Listening

2 Discuss the questions in pairs.

1 Ask students to read the questions, and elicit what they have to do.

2 Ask students to work in pairs to discuss the questions. Monitor as they are working and help if necessary.

3 Invite volunteers to talk about the members of their family.

Answers:

1 Students' own answers.
2 Suggested: Yes, because their history helps you to understand them and how your family live/have lived.

3 Listen to Talia talking to her grandmother and answer the questions.

1 Ask students to read the questions.

2 Then play the recording for them to listen and check.

3 Check the answers as a class.

 **Audioscript**

Talia: *Grandma, how long have you lived in this house?*
Grandmother: *Oh, I've lived here since I got married to your grandfather.*
Talia: *Really? How long have you been married to Grandad?*
Grandmother: *We've been married for fifty years!*
Talia: *That's a long time!*
Grandmother: *Yes, it is! And we've known each other since we were ten years old.*
Talia: *That's like Mum and Dad. They've known each other for a longtime, too. And I've lived in the same house since I was born.*
Grandmother: *Yes, your mum and dad have lived in that house since 2008. Before that, they lived with me here for five years.*
Talia: *Did they? I didn't know that!*
Grandmother: *You've never asked me about it before!*

Answers:

1 Yes
2 Because her grandmother mentioned that she has lived in the house she lives in now since she got married, which was fifty years ago.

4 Listen again and answer the questions.

1 Ask students what they remember from the recording.

2 Then ask them to read the questions and elicit what they remember.

3 Play the recording again for them to listen and check.

4 Invite volunteers to give the answers.

Answers:

1 When she got married.
2 She has been married for 50 years.
3 They met when they were ten years old.
4 They moved in 2008.
5 They lived in the grandmother's house.

Did you know?

Have students read the box silently for a minute and then discuss it in pairs. Ask students to think of some situations when they could notice that elderly people are more sensitive than others and how to deal with them based on that.

SB page 37

Lesson 2 **4**

Language

5 Look at these sentences from Talia's conversation and choose the correct word.

I've lived in the same house since I was born.

Your mum and dad have lived in that house since 2008.

We've been married for over 50 years.

They've known each other for a long time.

1 We use **for / since** for a period of time (e.g. six years, a month, two days).

2 We use **for / since** for a point in time (e.g. 1990, one o'clock, yesterday).

Remember!

The present perfect tense comes before *since* and *for*. The past simple tense comes after *since* if there is a subject.

6 Complete the sentences with *for* or *since*.

1 Lama has had her phone for two years.

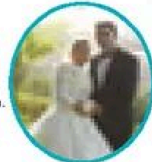
2 Mr Sabri has been at this school ______ 2020.

3 Hatem has lived in Alexandria ______ many years.

4 Malak has been friends with Injy ______ they were children.

5 Fady has had a headache ______ about an hour.

6 Kamal and Lina have been married ______ last year.



Speaking

7 Work in pairs. Ask your partner questions using *How long* + the present perfect and complete the table.

How long ...?	Partner's Name:
1 live / your house?	
2 be / this class?	
3 know / your best friend?	
4 have / a phone?	
5 study / English?	
6 be / at school today?	
7 enjoy / favourite hobby	

How long have you lived in your house?

I've lived there since I was born.

Writing

8 Use the table to write six sentences about your partner in your notebook.

Imad has lived in his house since he was born.

Workbook page 96 | Lesson 2 | 37

Language

5 Look at these sentences form Talia's conversation and choose the correct word.

1 Ask students to look at the four sentences from the conversation carefully.

2 They then choose the correct word in 1 and 2.

3 Check the answers as a class. Ask them to identify the period or point of time in each of the conversation sentences (50 years, a long time; was born, 2008). Explain that we use *since* when we want to refer to or focus on the starting point of the action, and we use *for* when we want to refer to or consider the duration of the action.

4 Refer students to the *Remember!* box and ask them to read it in pairs. Write the headings *for* and *since* on the board and elicit some more periods and points of time from the class, writing them under the correct heading.

Answers:

1 for 2 since

6 Complete the sentences with *for* or *since*.

1 Students look at the sentences, identify the period or point in time and write the correct word. Monitor as they are working and help if necessary.

2 Check the answers by inviting different students to read out the completed sentences. Ask them to identify the period or point of time in each sentence.

Answers:

1 for	2 since	3 for
4 since	5 for	6 since

Speaking

6 Work in pairs. Ask your partner questions using How long + the present perfect and complete the table.

1 Draw students' attention to the table and example in speech bubbles.

2 Go through the exercise orally as a class. Students then ask their partner the questions and record the information using brief notes. Monitor as they are working and help if necessary.

3 Students then practise giving information about their partners.

4 Invite volunteers to give a piece of information about their partners.

Answers:

Students' own answers.

Writing

8 Use the table to write six sentences about your partner in your notebook.

1 Ask students to look back at the table in Exercise 7.

2 Students then write their sentences in their notebooks. Remind them to use the present perfect and *for/since*. Monitor as they are working and help if necessary. Alternatively, students could complete the exercise for homework.

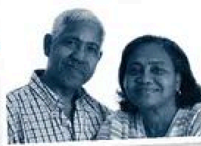
3 Collect in their work to mark individually, or invite volunteers to read out their sentences.

Answers:

Students' own answers.

WB page 96

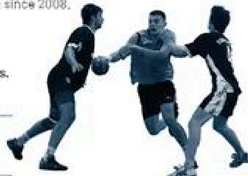
4 Lesson 2



Listening

1 Complete these sentences from the conversation between Talia and her grandmother. Then listen and check.

1 How long have you lived in this house?
2 I've lived here ________ I got married to your grandfather.
3 We've been married ________ fifty years!
4 We ________ each other since we were ten years old.
5 I've lived in the same house ________ I was born.
6 Your mum and dad ________ in that house since 2008.



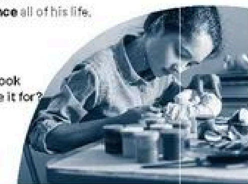
Language

2 Read and underline the mistakes in these sentences. Correct the mistakes.

1 How long have you knew your best friend? known
2 My sister has been good at tennis when she was ten. ________
3 We've waited for the bus since two hours. ________
4 How long have Laila and Hassan be married? ________
5 Tarek has play handball for ten years. ________

3 Circle the correct words.

Judy: Dad, how long [1] **did you work / have you worked** at the bank?
Dad: I've worked there [2] **for / since** we moved to Cairo.
Judy: How long [3] **have you / you have** lived in Cairo?
Dad: We've been in Cairo [4] **for / since** you were born, but we lived in a different flat then.
Judy: How long have you lived in this flat?
Dad: Well, we've lived here [5] **for / since** ten years.
Judy: So my brother Imad [6] **has always lived / always lived** here?
Dad: Yes, he's nine now, so he's lived here [7] **for / since** all of his life.



Writing

4 Write a paragraph of about 100 words in your notebook about your favourite hobby. How long have you done it for?

96 Lesson 2

Listening

1 Complete these sentences from the conversation between Talia and her grandmother. Then listen and check.

1 Before they open their books, elicit the present perfect form and the difference between *for* (for periods of time) and *since* (for points in time).

2 Students then open their books and complete the exercise in pairs.

3 Then play the recording from the Student's Book, page 38, Exercise 3 again for the students to listen and check.

Answers:

1 have you lived	2 since	3 for
4 have known	5 since	6 have lived

Language

2 Read and underline the mistakes in these sentences. Correct the mistakes.

1 Ask students to look at the example and explain why it is incorrect (because have is followed by the past participle to form the present perfect tense).

2 Tell students to complete the exercise with a partner. You might like to pair weaker and stronger students for this exercise. Monitor as they are working and help if necessary.

3 Check the answers with the whole class.

Answers:

1 How long have you known your best friend?
2 My sister has been good at tennis since she was ten.
3 We've waited for the bus for two hours.
4 How long have Laila and Hassan been married?
5 Tarek has played handball for ten years.

3 Circle the correct words.

1 Ask students to read the dialogue and ask what it is about (Judy is asking her dad some questions about his life).

2 Draw their attention to the example and ask why the circled word is correct (the question is in the present perfect).

3 Students complete the exercise individually and then check their answers with a partner.

4 Check the answers by inviting different students to read out the lines of the dialogue in turn.

Answers:

1 have you worked	2 since
3 have you	4 since
5 for	6 has always lived
7 for	

Writing

4 Write a paragraph of about 100 words in your notebook about your favourite hobby. How long have you done it for?

1 Ask students what their favourite hobbies are. Then ask them to choose one.

2 Then ask them to read the instructions and make some brief notes to help them write their paragraph.

3 Students then write their paragraph in their notebooks. Monitor as they are working and

help if necessary. Alternatively, students could complete the exercise for homework.

4 Collect in their work to mark individually, or invite volunteers to read out their paragraphs. Ask students what the most popular hobby in their class is.

Answers:

Students' own answers.

Skills

Writing:

- To write about your partner's experiences
- To write about a favourite hobby (Workbook)

Listening:

- To understand a discussion with a grandmother
- To complete sentences from the discussion (Workbook)

Speaking: To talk about experiences and how long you have done something for

Language: Present perfect with *for* and *since*

LESSON 3 SB pages 38-39 WB page 97

Outcomes:

- To read and respond to longer texts connected to international people/ global events
- To determine the main idea of a text and explain how it is supported by key details; summarize the text
- To identify gist and main idea(s) in longer listening texts (both informative and literary texts)
- To ask and answer questions about key details and low level inferences in a range of texts.
- To use rising and falling intonation appropriately for wh- and yes/no questions most of the time.

SB page 38

4 Lesson 3

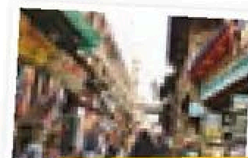
Reading

1 Match the verbs to the life experiences.

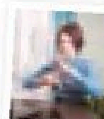
1 [c] learn a to another country
2 [ ] join b school
3 [ ] start c a language
4 [ ] move d a match
5 [ ] win e a sports club

2 Read the texts and answer the questions.

1 Where does Maher live? ____
2 What language does Azza use? Why? ____
3 Why does Wael live with his grandparents? ____



Maher
I have lived in a village in the south of Egypt all my life. I have never been to another country, but last year I visited Cairo with my uncle and my cousins! It was so big and busy, but it was fun. We went to lots of museums because I am very interested in history.



Azza
I have had hearing problems all my life and I learnt sign language from when I was a baby. When I first started school, I went to a special school for **deaf** children. Now, I have been at a local school for three years. I am the only **hard of hearing** person in my class. Sometimes it is difficult, but I have a teacher who can use sign language to help me. She explains things I can't understand in sign language. Some of my friends have learnt some sign language, so they can help me, too.

Wael
My parents died when I was a baby so I have lived with my grandparents since I was one. We used to live in the **countryside**, but we moved to the city three years ago. I like living here, there is lots to do. I joined a handball club and I have won lots of matches with my team. It's really fun.

3 Read the texts again and tick the correct person or people.

Who ...	Maher	Azza	Wael
likes sport?			✓
has moved?			
needs help at school?			
is interested in history			
went to a special school			
doesn't live with his/her parents?			
has never left Egypt?			

38 Lesson 3

Reading

1 Match the verbs to the life experiences.

1 Check that students understand what *an experience* is.

2 Ask students to look at the verbs and phrases and look at the example. Elicit what they have to do from a confident student.

3 Students then complete the exercise.

4 Check answers with the whole class. Check they understand the verb *join*.

Answers:

1c 2e 3b 4a 5d

2 Read the texts and answer the questions.

1 Ask students to look at the questions and the skim read the texts quickly to find the answers.

2 Check the answers as a class.

Answers:

1 He lives in a village in the south of Egypt.
2 She uses sign language because she is hard of hearing.
3 Because his parents died when he was a baby.

3 Read the texts again and tick the correct person or people.

1 Ask students to read the texts again more carefully and ask a volunteer to explain the word *grandparents*.
2 Students then read the questions and tick the correct person or people.
3 Monitor as they are working and help if necessary.
4 Check the answers with the whole class by asking each question in turn and asking the students to call out the answers(s).

Answers:

Who….	Maher	Azza	Wael
likes sport?			✓
has moved house?			✓
needs help at school?		✓	
is interested in history	✓		
went to a special school		✓	
doesn't live with his/her parents?			✓
has never left Egypt?	✓		

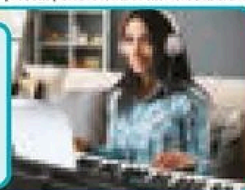
SB page 39

Lesson 3 4

Language

4 Complete the text with the past simple or present perfect form of the verbs in brackets.

My name's Salma. I [1] was (be) born in Syria but my family [2] ...... (come) to Egypt when I was five years old. We [3] ...... (not / visit) Syria since I was very young, but some of my family still live there. When I was eight, I [4] ...... (start) playing the piano. I [5] ...... (play) in many concerts. I love music. Two years ago, I [6] ...... (play) at a concert in the Cairo Opera House. It was amazing!



Remember!

- Use the past simple for finished actions in the past. We usually say when it happened.
  Last year, I **visited** Cairo. We **moved** to the city three years ago.
- Use the present perfect for past actions when the time is not important or for things that still continue now.
  Some of my friends **have learnt** sign language.
  I **have never been** to another country.

Speaking

5 Work in pairs.

1 Take turns to use the words in **A** with ever to ask a question in the present perfect.
2 If your partner answers **yes**, use the words in **B** to ask more questions in the past simple.

A
- move / new place?
- be / different country?
- join / a sports club?
- play / instrument?
- learn / different language?

B
- when? where?
- when? where?
- which?
- which?
- which?



6 Discuss these questions in pairs.

Whose life is most like yours: Maher, Azza, Wael, Salma or none of them? Why?

Workbook page 97 Lesson 3 39

Language

4 Complete the text with the past simple or present perfect form of the verbs in brackets.

1 Elicit the form and use of the past simple and present perfect.
2 Students then read the Remember! box to check their ideas.
3 Then tell the students that they are going to complete the text with the correct form of the verbs.
4 Students then look at the example and complete the exercise in pairs.
5 Check the answers by inviting different students to read out their completed sentences for the rest of the class to listen and check.

Answers:

1 was	2 came
3 have not/haven't visited	4 started
5 have played	6 played

Speaking

5 Work in pairs.

1 Ask students to read the instructions and elicit what they have to do. Read the example. Remind students to use the correct intonation (falling for *wh*-questions and rising for *yes-no* questions) when they ask a question.

2 If necessary, go through another example with a confident student. Monitor as they are working and help if necessary.

3 Invite pairs of students to ask and answer for the class to listen and check.

Answers:

Have you ever moved to a new place? When did you move? Where did you move to?

Have you ever been to a different country? When did you go? Where did you go?

Have you ever joined a sports club? Which sports club did you join?

Have you ever played an instrument? Which instrument did you play?

Have you ever learnt a different language? Which language did you learn?

6 Discuss these questions in pairs.

1 Ask students what they remember about Maher, Azza, Wael and Salma. Ask them to think about whose life is most like theirs (or none of them) and why.

2 Students tell their partner what they think, giving reasons for their answers.

3 Ask different students to say who they are most like and why.

Answers:

Students' own answers.

WB page 97

Lesson 3 | 4

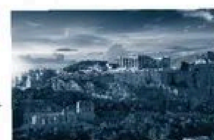
Language go join ~~learn~~ move

1 Complete the sentences with the present perfect form of these verbs.

1 My sister has learnt two new languages since she left school.
2 I love chess, so I ________ a chess club in my village.
3 Nahla is not here this week because she ________ to France for a holiday.
4 We ________ never ________ to a new house. We've always lived in the same place.

2 Match to make sentences.

1 [b] Have you ever — a married in 2001.
2 [ ] Has Dalia been — b visited Athens?
3 [ ] Adam has never — c deaf all of her life?
4 [ ] We visited the — d library in Alexandria.
5 [ ] My parents got — e eaten Chinese food.



Listening

3 Listen to three people talking about their experiences. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Ashraf has always lived in Cairo. T
2 Ashraf has visited a village every year for many years. ________
3 Magda visited England last week. ________
4 Her cousins showed her some buildings in London on their phone. ________
5 Nawal was an English teacher, but she's not now. ________
6 She teaches children and older people. ________

Reading

4 Circle the correct words.

Osama [1] **always loved / has always loved** fish and other sea animals. He [2] **started / has started** to like them when he visited an aquarium for the first time in 2015. His family [3] **took / have taken** him to the aquarium every summer since then. Last year, the people at the aquarium [4] **asked / have asked** him to help them give food to the fish. He loves doing that! He [5] **helped / has helped** at the aquarium in the school holidays for a year now. He [6] **gave / has given** food to most of the small fish, but he [7] **didn't help / hasn't helped** with the sharks. They are too dangerous!



Lesson 1 | 97

Language

1 Complete the sentences with the present perfect form of these verbs.

1 Say a few verbs and elicit the present perfect form (include some regular and irregular ones).

2 Ask students then to open their books and look at the example.

3 Tell students to complete the exercise individually before checking their answers with a partner.

4 Check the answers by inviting different students to read out the completed sentences.

Answers:

1 has learnt	2 have joined
3 has gone	4 have/moved

2 Match to make sentences.

1 Ask students to look at the example and elicit what they have to do.

2 They then complete the exercise individually before checking their answers with a partner.

3 Check the answers with the class by inviting different students to read out the completed sentences.

Answers:

1b 2c 3e 4d 5a

Listening

3 Listen to three people talking about their experiences. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Ask students to look at the sentences and explain that they have to listen and write T or F.
2 Play the first part of the recording (Teen boy) for them to listen and check the example.
3 Play the rest of the recording for them to write T or F. Check the answers.
4 Ask students to look at the F answers and explain that they are going to listen again for the correct information. Ask them to make brief notes.
5 Play the recording again and then invite volunteers to correct the false sentences.



Audioscript

Teen boy: *I'm Ashraf. I've always lived in Cairo, but last year, I visited a village in the country for the first time. I loved it! It was very quiet!*

Teen girl: *My name's Magda. I've never been to England, but last week, I talked to my cousins. They were in London. They showed me some famous buildings there on their phone.*

Woman: *I'm Nawal and I have been an English teacher for ten years. I've always taught children, but last year, I started teaching older people, too. I've taught them a lot, but they don't learn as quickly as the children!*

Answers:

1 T
2 F, He visited a village for the first time last year.
3 F, She has never been to England.
4 T
5 F, She has been an English teacher for ten years.
6 T

Reading

4 Circle the correct words.

1 Ask students to read the text quickly and look at the example. Ask a confident student to explain why *has always loved* is circled (because he still loves fish).
2 Students complete the exercise in pairs.
3 Check the answers as a whole class by reading the text aloud and pausing for students to call out the correct answers.
4 Ask students whether they have been to an aquarium and what they enjoyed about it.

Answers:

1 has always loved 2 started
3 have taken 4 asked
5 has helped 6 has given
7 hasn't helped

Skills

Reading: To understand texts about different people's lives

Speaking: To ask and answer about people's experiences

Language: The past simple (revision); the present perfect (revision)

Vocabulary: grandparents, join

Issues: Discrimination issues: Discrimination against children and people with special needs

LESSON 4 SB page 40 WB page 98

Outcomes:

- To make predictions and inferences about grade-appropriate reading texts
- To consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
- To describe the explicit relationships between individuals, events, ideas in comparison, cause- effect and chronological texts

- To compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations
- To describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)
- To write informative /explanatory texts; introducing a topic, developing ideas, and providing a concluding statement.

SB page 40

4 **Lesson 4**

Reading

Mark Twain was an American writer who wrote fun novels. He wrote *The Adventures of Tom Sawyer* and its **sequel**, *The Adventures of Huckleberry Finn*. Both novels are about the adventures of teenage boys.

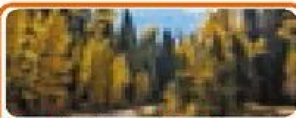
1 Read the two stories. Who thought that somebody was lost? Who travelled in a canoe? Why did they think or do these things?

2 Look at the words in red. Use a dictionary to check the meaning. Write them in your notebook.

3 Read the stories again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.
   1 Aunt Polly did not know that Tom was in the forest. T
   2 Tom had a dream that he was playing a game. ......
   3 Aunt Polly and Mary wanted Tom to think more about other people. ......
   4 Huckleberry lost the raft in the fog. ......
   5 Jim had a bad dream. ......
   6 Huckleberry felt bad because he scared Jim ......

Speaking

4 Ask and answer the questions in pairs.
   1 What are the similarities and the differences between the two stories?
   2 Why did Tom and Huckleberry both say that they were sorry?
   3 When is it important to say sorry to somebody?



The Adventures of Tom Sawyer

They did not see Tom all day. All the time that Tom was playing games in the forest, his Aunt Polly worried about him. She thought he was lost or badly hurt. She was so happy when he returned and told her that he was fine.

'It was just a game, Aunt Polly,' said Tom.

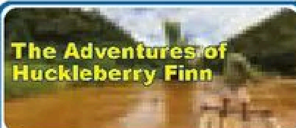
'I'm sure it was a fun game for you, but we all worried about you. We didn't know where you were. Why didn't you tell me?'

'I told you in a **dream**,' said Tom. 'I just forgot to tell you when I was **awake**.'

'He never thinks of other people,' said his cousin Mary.

'Yes, you should think about other people,' said Aunt Polly. 'You know I **care about** you, Tom. Try to remember how other people feel.'

'I'm sorry that I didn't tell you,' said Tom. 'It won't happen again.'



Jim and I were on a **raft** going down the river when it became foggy. I left the raft to try and find a place for us to stop for the night. I got into a small **canoe** and went along the river. Then I tried to return. However, it was so foggy that I could not see the raft! I called out but I could not hear Jim.

My canoe went down the river for a long way, and I hoped the raft was **following** me. I travelled all night, but the next morning, it was not foggy and finally I saw Jim. He was sleeping on the raft.

I climbed on the raft and said, 'Hello, Jim. Have you been sleeping?'

'I was scared!' he said. 'I couldn't see anything because it was foggy!'

He looked angry. 'I had a terrible night, Huck!' he said. 'It was like a bad dream.'

'I'm sorry,' I said. From that time, I decided I would never scare him again.

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Reading

1 Read the two stories. Who thought that somebody was lost? Who travelled in a canoe? Why did they think or do these things?

1 Ask students to read the text on top of the page in pairs. Ask if they have heard of the two novels or of the author.

2 Draw studens' attention to the two texts and explain that these are part of two different stories by the same author.

3 Ask them to scan the texts quickly to find the answers.

4 Check the answers with the class.

Answers:

Aunt Polly thought that Tom was lost, because she did not know where he was.
Huckleberry travelled in a canoe. He did this because he wanted to find a place for them to stop for the night.

2 Look at the words in red. Use a dictionary to check the meaning. Write them in your notebook.

1 Point to the words in red in turn and model pronunciation for the class to repeat after you.

2 Ask students to read the texts more carefully and consider the meaning of the words in red. Encourage them to work out the meaning from the context.

3 Ask them what they think the words mean. They then use their dictionaries to confirm their answers.

4 Check the answers by asking different students to provide definitions for the words.

5 If time allows, read out the definitions and ask students to call out the answers.

Answers:

dream: pictures and sounds that you think are happening when you are sleeping
awake: not sleeping
care about: feel strongly about someone or something
raft: pieces of wood that are put together so they can float on water
canoe: a long, narrow boat for one or two people
follow: walk or drive behind someone

3 Read the stories again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Students read the sentences to see which information to check for, then read the stories again in more detail.

2 Students then complete the exercise with a partner, using full sentences in their notebooks.

3 Check the answers with the whole class and ask students to correct the false sentences.

Answers:

1 T
2 F, he had a dream that he told Aunt Polly where he was.
3 T
4 T
5 F, he said it was like a bad dream.
6 T

Speaking

4 Ask and answer the questions in pairs.

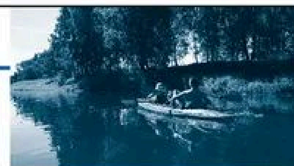
1 Ask students to read the first question and discuss their ideas in pairs. Then ask them to give feedback to the class.
2 Students then look at questions 2 and compare the texts. Monitor as they are working and help if necessary. Check the answers with the class.
3 Ask students to discuss question 3 in pairs.
4 Hold a brief class discussion.

Answers:

1 In both stories, the main characters (Tom and Huckleberry) say sorry for something they have done. In both stories, characters think that somebody is lost but then find them. In both stories, people talk about a dream. However, one story is about Tom, his cousin and his aunt, and the other is about two boys on a river.
2 Tom says sorry because he did not tell Aunt Polly where he was, so she was worried about him. Huckleberry says sorry because he scared Jim when he was alone on the raft in the night.
3 Suggested: It is important to say sorry when you do something wrong or when you do something to make someone unhappy or angry.

WB page 98

4 Lesson 4



Vocabulary

1 Match the words with their meanings.

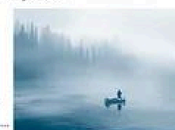
1 [c] awake — a feel strongly about someone or something
2 [ ] canoe — b walk or drive behind someone
3 [ ] care about — c not sleeping
4 [ ] dream — d pieces of wood that are put together so they can float on water
5 [ ] follow — e a long, narrow boat for one or two people
6 [ ] raft — f pictures and sounds that you think are happening when you are sleeping

2 Complete the sentences with a word or words from Exercise 1.

1 When we were on holiday, we went down a river in a canoe. It was great fun!
2 The hotel room was very noisy, so I was ________ all night!
3 The children used old pieces of wood to make a ________, which they took to the river.
4 Like many young people, Azza and her brothers really ________ the environment.
5 Mazin's father does not know the way to the beach, so his car can ________ our car.
6 Last night, I had a strange ________. I thought I was flying!

Reading

3 Answer the questions about about *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*.



1 Why did Aunt Polly feel happy when Tom returned? Because she thought he was lost or badly hurt.
2 Why was Aunt Polly not happy with Tom? ________
3 What did Aunt Polly want Tom to remember? ________
4 Why did Huckleberry leave the raft in a canoe? ________
5 Why could Huckleberry see the raft in the morning? ________
6 What did Huckleberry decide to do at the end? ________

Writing

4 Write about a time when you said sorry to someone. Say what happened and why it was important to say sorry.

....

....

98 Lesson 4

Vocabulary

1 Match the words with their meanings.

1 Ask them to match the words and definitions.
2 Check the answers as a class.

Answers:

1c 2e 3a 4f 5b 6d

2 Complete the sentences with a word or words from Exercise 1.

1 Ask students to read the sentences and look at the example.
2 Students then complete the exercise with a partner.
3 Check the answers as a whole class.

Answers:

1 canoe	2 awake	3 raft
4 care about	5 follow	6 dream

Reading

3 Answer the questions about *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*.

1 Ask students what they recall about the two stories.
2 Then, direct them to look at the questions and example, and complete the exercise in pairs.
3 Check the answers by reading out the questions and inviting volunteers to answer them.

Answers:

1 Because she thought he was lost or badly hurt.
2 Because he did not tell her where he was.
3 She wanted him to remember how other people felt and to think about other people.
4 He wanted to find a place where they could stop for the night.
5 Because it was not foggy any more.
6 He decided not to scare Jim.

Writing

4 Write about a time when you said sorry to someone. Say what happened and why it was important to say sorry.

1 Remind students of the conversation they had in Exercise 4 of the Student's Book (question 3). Explain that you would now like them to write about the time they described.
2 Read the instructions and make sure they are clear about the task.
3 Monitor as they are working and help if necessary. Encourage stronger students to write as much as they can. Alternatively, students could complete the exercise for homework.
4 Collect in their work to mark individually or invite different students to read out their paragraphs. Ask volunteers to say which texts they liked best and why.

Answers:

Students' own answers.

Skills

Reading: To understand and contrast two stories by the same author

Writing: To write a paragraph about apologizing to someone or for doing something (Workbook)

Speaking: To ask and answer questions about two stories

Vocabulary: follow, canoe, awake, raft, care about, dream

LESSON 5 SB page 41 WB page 99

Outcomes:

- To identify gist and main idea(s) in longer listening texts (both informative and literary texts)
- To react to a long listening text, giving an opinion
- To exchange opinions with peers; agree and disagree with others
- To tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- To discuss topics providing explanation and clarification as needed
- To write a narrative: recount an event or sequence of events and include details to describe actions, thoughts, and feelings; use sequencing words, and provide a sense of closure
- To use verb tense to convey various times, sequences, states, and conditions

SB page 41

Lesson 5 **4**

Listening

1 Discuss this question in pairs.

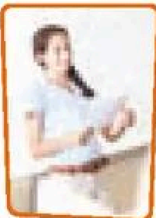
Can you remember what bad thing happened to Jim in The *Adventures of Huckleberry Finn*?

2 Listen to Nihal telling a story and answer the question.

What bad thing happened to Nihal? ......

3 Listen to Nihal again and answer the questions.

1 What sport does Nihal do? Gymnastics
2 How long has she done this sport? ......
3 On which days does she usually train? ......
4 Why was she training more a few months ago? ......
5 Where was she when she hurt her leg? ......
6 Who took her to the hospital? ......
7 What does she want to do next year? ......



4 Listen to Nihal again. Answer the questions.

1 How fast does Nihal speak? very fast | fast | not too fast | slow | very slow
2 How easy is it for you to understand Nihal? very easy | easy | difficult | very difficult
3 Tick the things Nihal does when she tells her story.
   a Introduces her story. ☐ b Says where the story happened. ☐
   c Says when the story happened. ☐ d Explains how she felt. ☐
4 Do you think that Nihal told her story well? Why? Tell your partner.

Life Skills

When you are giving a talk or telling a story, try to organise your ideas before you talk. Think about making your story more interesting by adding adverbs and adjectives. For example:
Suddenly, there was a **huge, noisy** storm!

Speaking

5 You are going to tell a story about something that happened in your life.

1 Think of an interesting story that has happened to you. It might be something good (e.g. a holiday) or something bad (e.g. a problem that you had).
2 Answer these questions to make notes about your story.
- When? Where? ......
- What happened? ......
- How did you feel? ......

Today I'm going to tell you about a good thing that happened to me.

3 Work in groups. Take turns to tell your story.

Workbook page 99 | Lesson 5 | 41

Listening

1 Discuss this question in pairs.

1 Ask students to read the question and to discuss it in pairs.
2 Elicit the answer.

Answers:

He spent the night on a raft on a river when it was foggy. He was scared because he did not know where Huckleberry was.

2 Listen to Nihal telling a story and answer the question.

1 Ask students to listen and answer the question.
2 Check the answer with the class.

 **Audioscript**

Nihal: *Today I am going to tell you about a bad thing that happened to me three months ago. I have done gymnastics for about ten years. I train on Wednesdays and Saturdays every week. A few months ago, my coach asked if I wanted to enter my first competition. I was really excited and I practised every day for a month. On the Thursday before the competition, I was practising at home when I fell. My leg really hurt so my mum took me to the hospital. The doctor said I had a broken leg! I was so sad and I cried and cried. I couldn't enter the competition. I haven't been able to do gymnastics since then, but I hope I can do it again soon. I really miss gymnastics. Next year I will try to enter the competition again!*

Answers:

She broke her leg.

3 Listen to Nihal again and answer the questions.

1 Ask students to read the questions and example. Elicit what they remember from the recording.
2 Students discuss their ideas with a partner. Then play the recording again for them to listen and make notes.
3 Check the answers with the whole class by asking the questions in turn and inviting volunteers to answer.

Answers:

1 Gymnastics
2 She has done it for ten years.
3 She usually trains on Wednesdays and Saturdays.
4 She was going to enter a competition.
5 She was at home.
6 Her mother took her.
7 She wants to enter the competition again.

4 Listen to Nihal again. Answer the questions.

1 Ask students to look at the questions and focus on 1 and 2. Explain that they should listen and choose one of the options that is true for them.
2 Give them time to read the rest of the instructions. Then play the recording and ask them to complete the exercise.
3 They then discuss their ideas for question 4 with

a partner. Monitor as they are working and help if necessary.

4 Hold a brief class discussion about how well Nihal told her story. Ask students to give reasons for their ideas.

Answers:

1/2 Students' own answers

3 She does all of these things.

4 Suggested: Yes, because she talks clearly and her story is well organised.

Speaking

5 You are going to tell a story about something that happened in your life.

1 Ask students to read the instructions for 1. Encourage them to choose something that isn't too bad.

2 They then look at 2 and make notes.

3 Draw their attention to the Life Skills box and ask them to think of some adjectives and adverbs they could use in their own story. They then practise what they are going to say. Monitor as they are working and help if necessary.

4 Then put students into groups (of weaker and stronger students if possible) and ask them to tell their stories to the others. Ask them to start with the sentence in the speech bubble (changing good to bad if necessary). Monitor as they are working and encourage them to respond appropriately.

5 Choose students to tell the class their story and encourage the rest of the class to ask any questions at the end.

6 Hold a class vote for the most interesting/ exciting story. Praise good work.

Answers:

Students' own answers.

WB page 99

Lesson 5 4

Reading

1 Complete the story with these time expressions.

After that | months ago | Now | that time | the afternoon | ~~two years~~

Karim has enjoyed windsurfing for about [1] two years. He usually goes with his older brother. A few [2] ________, he decided to windsurf alone. He did not tell his brother this. It was windy, but that is good if you want to windsurf.

In [3] ________, the wind suddenly became very strong. The wind took Karim far from the beach. He was very scared.

Some people in a boat came to help Karim. [4] ________, they took him back to the beach.

Karim has not windsurfed alone since [5] ________. [6] ________ he always windsurfs with an older person. He has learnt an important lesson!

2 Read the story again and answer the questions.

1 Who does Karim usually windsurf with? his older brother

2 What did he decide to do? ________

3 Why was Karim scared? ________

4 Who helped Karim? ________

5 What lesson has Karim learnt? ________

Listening

3 Listen and check your answers to Exercises 1 and 2.

Writing

4 Write your story from the Student's Book page 41, Exercise 5.

- Use the notes that you wrote in the Student's Book.
- Use some of the time expressions from Exercise 1.

____

____

____

Tip!

A good story has a beginning, middle and an end.

- Write important information about the place and time of the story at the beginning.
- Write about the problem of the story or turning point at the middle.
- Show how the problem is solved and the lesson you learnt at the end.

Lesson 5 99

Reading

1 Complete the story with these time expressions.

1 Ask students to look at the time expressions.

2 They then look at the example and complete the exercise in pairs.

3 Do not check the answers at this point.

2 Read the story again and answer the questions.

1 Ask students what they remember from the story.

2 They then read it again and answer the questions.

3 Do not check their answers at this point.

Listening

3 Listen and check your answers to Exercises 1 and 2.

1 Explain that students are going to listen and check their answers to Exercises 1 and 2.

2 Play the recording and check the answers to Exercise 1. Repeat for Exercise 2.

3 Ask students what they thought about the story and whether they have had a scary time doing one of their hobbies. Ask what they learnt from the experience.

 **Audioscript**

Karim has enjoyed windsurfing for about two years. He usually goes with his older brother. A few months ago, he decided to windsurf alone. He did not tell his brother this. It was windy, but that is good if you want to windsurf.
In the afternoon, the wind suddenly became very strong. The wind took Karim far from the beach. He was very scared.
Some people in a boat came to help Karim. After that, they took him back to the beach.
Karim has not windsurfed alone since that time. Now, he always windsurfs with an older person. He has learnt an important lesson!

Answers:

Exercise 1

1 two years	2 months ago	3 the afternoon
4 After that	5 that time	6 Now

Exercise 2
1 his older brother
2 He decided to windsurf alone.
3 Because the wind took him far from the beach.
4 Some people in a boat helped him.
5 He learnt not to windsurf alone/always to windsurf with an older person.

Writing

4 Write your story from the Student's Book page 41, Exercise 5.

1 Ask students to read the *Tip!* box individually for a minute, and then to discuss if these features were there in the stories they listened to in the Student's Book or in the Workbook.

2 Explain that students are going to write the story they told their classmates in Exercise 5 of the Student's Book.

3 Ask them to refer back to their notes and include some of the time expressions from Exercise 1 of the Workbook.

4 They then write their stories in their notebooks. Monitor as they are working and help if necessary. Alternatively, students could complete the exercise for homework.

5 Collect in their work to mark individually or invite different students to read out their stories (ask students who haven't already told the class their story). Ask volunteers to say which story they liked best and why.

Answers:

Students' own answers.

Skills

Reading: To complete a story (Workbook)

Writing: To write a story

Listening: To understand and analyse an account of something bad that happened

Speaking:
- To tell an interesting story about your life
- To organise your ideas and make your story interesting by using adverbs and adjectives

Life Skills: Communication

Values: Objectivity: good listening to others

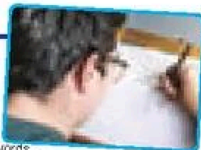
LESSON 6 SB page 42 WB page 100

Outcomes:

- To use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
- To interpret non-verbal reading texts (charts, and tables)
- To identify gist and main idea(s) in longer listening texts (both informative and literary texts)
- To demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- To write a narrative: recount an event or sequence of events include details to describe actions, thoughts, and feelings, use sequencing words, and provide a sense of closure
- To use verb tense to convey various times, sequences, states, and conditions

SB page 42

4 Lesson 6



Reading

1 Read about Munir and answer the questions. Use your dictionary to check the meaning of difficult words.

1 What does Munir find difficult? Why? ___
2 What has Munir achieved in his life? ___
3 What job does Munir want to do? ___

I was born in Cairo and I have lived there all my life. **When** I was little, I always loved to draw and paint but I found reading and writing very difficult. At school, I didn't always understand the lessons and it was really hard. I thought I wasn't very clever.

Then my parents and the school decided to take me for some tests. They **discovered** that I had **dyslexia**. This means it is difficult for my brain to read and spell. **After that**, I got more help at school and I started to understand more.

When I took my exams, I got really good **results**! I was surprised and happy. **Later**, I got a prize for my art and then I decided I would like to be an artist one day. **Now**, I **volunteer** at a charity for other children with dyslexia and teach them about art.

Remember!
Dyslexia is a learning disability which affects reading and writing. Many smart people have dyslexia. They can understand and see well, but they have problems with reading.

2 Complete the timeline of Munir's life in your notebook.

born in Cairo → loved drawing and painting

3 Look at the expressions in red in the text. What do we use these words for?

Speaking

4 Ask and answer the questions in pairs or small groups.

1 What important things have you achieved in your life?
2 When did you do them?



Writing

5 You are going to write about things that you have achieved.

1 First, complete a timeline of important events in your life.
2 Now, write a paragraph about what you have achieved. Use *when, after that, later, then* and *now*.

42 | Lesson 6 | Workbook page 100

Reading

1 Read about Munir and answer the questions. Use your dictionary to check the meaning of difficult words.

1 Ask students to look at the photo and say what they can see (a boy drawing a dinosaur). Ask students if they have ever heard of the word *dyslexia*. Accept possible answers and then ask students to read the *Remember!* box for confirmation.

2 Draw their attention to the questions and ask them to read about Munir and find the answers in the text.

3 Ask students what the words in bold mean, or ask them to check them in the glossary.

4 Tell students to complete the exercise in pairs. Help them to understand the word *achieved*.

5 Check the answers with the class. You might want to point out that dyslexia is a common condition amongst people of all ages and abilities.

Answers:

1 He finds reading and writing difficult because he has dyslexia.
2 He got really good exam results, as well as a prize for art (you could also include: volunteering at a charity to teach children with dyslexia about art).
3 He wants to be an artist.

2 Complete the timeline of Munir's life in your notebook.

1 Ask students to look at the timeline and examples, and elicit what they have to do.

2 They then complete the timeline with a partner in their notebooks, referring back to the text when necessary. You might like to pair stronger and weaker students for this exercise. Monitor as they are working and help if necessary.

3 As they are working, draw the timeline on the board with the two examples, leaving plenty of space for students to write.

4 Check the answers by inviting different students to come to the board and say what they want to write. Ask the rest of the class if they agree this is the next thing that happened. If not, ask a volunteer to say what happened next and write it on the board.

Answers:

Events in order:
1 born in Cairo
2 loved drawing and painting
3 found school difficult
4 had tests
5 discovered he had dyslexia
6 got help at school
7 got good exam results
8 got a prize for his art
9 volunteers for a charity

3 Look at the expressions in red in the text. What do we use these words for?

1 Ask students to look at the expressions and discuss their ideas with a partner.

2 Check the answers with the whole class.

Answers:

We use time order words to understand the sequence of events in chronological order.

Speaking

4 Ask and answer the questions in pairs or small groups.

1 Ask students to read the instructions and speech bubbles.

2 Give them a couple of minutes to think about what they have achieved and make notes.

3 Students then tell their partner what they have achieved, and their partner asks when they did it. Encourage stronger students to ask more questions about the achievement. Monitor as they are working and help if necessary.

4 Invite students to tell the class about their achievements and encourage other students to ask questions about it. Hold a class vote for the best achievement.

Answers:

Students' own answers.

Writing

5 You are going to write about things that you have achieved.

1 Refer students back to the timeline in Exercise 2 and explain that they are going to complete one about themselves. Elicit a few things they could include, such as where they were born, when they learnt to do things, any problems they encountered, how they solved them and so on. Provide your own example on the board to help.

2 Students then complete their timelines. Tell them not to worry if they can't think of something to write for every section. Monitor as they are working and help if necessary.

3 Students then write a paragraph in their notebooks, using their timeline. Remind them to use the time expressions. Monitor as they are working and help if necessary. Alternatively, students could write their email for homework.

4 Students check their work carefully and then read each other's work, suggesting improvements.

5 Collect in their work to mark individually.

Answers:

Students' own answers.

WB page 100

4 Lesson 6



Reading

1 Put the events in Judy's life in the correct order.

a [ ] After my thirteenth birthday, I went to England and visited my cousins who still live there.

b [ ] When I started preparatory school, nobody knew that I was English!

c [ ] Last year, they came to visit me in Egypt. They love it here!

d [1] I was born in Manchester in England.

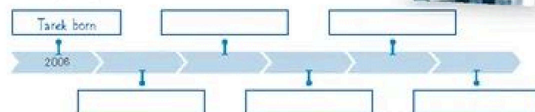
e [ ] When I was a baby, my parents moved to Egypt.

f [ ] Before I started school, I learnt to speak Arabic.

Listening

2 Listen to Tarek. What did he do in 2020?

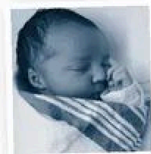
3 Listen again and complete the timeline with the events in Tarek's life.



Writing

4 Use the events in this timeline to write a biography of Fatma.





Fatma was born in 2008.

100 Lesson 6

Reading

1 Put the events in Judy's life in the correct order.

1 Ask students to read about Judy and put the events in the correct order, starting with the example.

2 Check the answers as a whole class.

Answers:

1d 2e 3f 4b 5a 6c

Listening

2 Listen to Tarek. What did he do in 2020?

1 Ask students to guess what Tarek did and accept any feasible answers.

2 Then play the recording for them to listen and check.

3 Check the answers with the class.



Audioscript

Tarek: *My name's Tarek. I was born in 2006. I'm the oldest child in my family. My sister Dina was born in 2008 and my brother Ali was born in 2011. So, what exciting things have I done in my life? I've been to Jordan! My family went on holiday there when I was ten. I love handball and started playing it when I was 12. I play for a team and we've won a competition! We won it in 2020. That was amazing. What amazing things have you done?*

Answers:

He won a handball competition with his team.

3 Listen again and complete the timeline with the events in Tarek's life.

1 Ask students what they remember about Tarek from the recording.

2 Draw their attention to the timeline and elicit what they have to do.

3 Play the recording again for them to listen and complete the timeline.

4 Check answers by asking different students to provide the correct information.

Answers:

Order of events:
2006 Tarek born
2008 Tarek's sister Dina was born
2011 Tarek's brother Ali was born
2016 Went to Jordan
2018 When he was 12, he started playing handball
2020 Won a competition with his team

Writing

4 Use the events in this timeline to write a biography of Fatma.

1 Ask students to look at Fatma's timeline and explain that they are going to write a short biography about her.

2 They then write their biography in their notebooks. Remind them to use the information in the timeline and some of the time expressions. Monitor as they are working and help if necessary. When they have finished, ask them to exchange their Workbooks with a partner and check each other's work. Alternatively, students could write their biographies for homework.

3 Invite volunteers to read out their biographies. Then collect in the books to mark individually.

Suggested answers:

My name's Fatma. I was born in 2008. I'm the oldest child in my family. My brother Kamal was born in 2010. I learnt to swim in 2014, when I was six. I've been to Greece! My family went on holiday there when I was eight. Then, in 2019, I won a swimming competition. I am good at swimming! In 2021, I learnt to play the piano. I'm practising today. What amazing things have you done?

Skills

Reading: To understand a text about a person's achievements in life

Writing:

- To complete a timeline
- To write about things you have achieved
- To write a biography using a timeline (Workbook)

Listening: To understand a biography

Speaking: To talk about your achievements.

Language: Time expressions

Vocabulary: achieve, discover, dyslexia, results

Issues: Discrimination issues: Discrimination against people with special needs

LESSON 7 SB page 43 WB page 101

Outcomes:

- To review and practise the vocabulary and structures of the unit

Before using the book:

- Elicit the language and vocabulary of the unit (the present perfect; for and since; talking and writing about experiences and achievements; using past simple/present perfect; telling and writing a story) and ask students to give examples.

SB page 43

Lesson 7 | 4

Review

1 Complete the crossword.

Across
2 To find out some new information about something.
4 Swim with your face under water using special equipment.
5 This tells you how you have done in an exam.
6 A long, narrow boat for one or two people

Down
1 To become part of a club.
3 Something that happens in your life.

2 Write questions using the present prefect with *ever*.
1 be / aquarium — Have you ever been to an aquarium?
2 climb / mountain ......
3 play / chess ......
4 visit / an orphanage ......
5 be / to Alexandria ......
6 visit / park ......

Waleed hasn't been to an aquarium.

3 Ask and answer the questions in Exercise 2 in pairs. Then tell other people in the class the answers.

4 Complete the text with the past simple or present perfect. Choose the correct words, *for* or *since*.

Different families [1] have lived (live) in our house [2] (for) / since over 200 years. I [3] ...... (live) here with my family [4] for / since 2016. Before that, we [5] ...... (live) in Cairo. My parents [6] ...... (change) some of the house when we moved here. For example, my mum ...... [7] (want) a new bathroom! My grandmother [8] ...... (live) with us [9] for / since four years. It is a happy, family home.

5 Look at this information and write a paragraph about what Radwa has achieved and how she did it. Use some of these words.

after that later now then when

What: Learnt to swim!
When: 2020
Why? Scared of water (as a child)
How?
1 Went to swimming pool with family.
2 Started swimming lessons.
3 Went to the beach on holiday (swam in the sea!).
4 Swam 100 metres!
Now: Go swimming every week.

Workbook page 101 | Lesson 7 | 43

Review

1 Complete the crossword.

1 Ask students to look at the crossword, the first clue and the example.
2 Students then complete the exercise with a partner. Monitor as they are working and help if necessary.
3 Check the answers with the class.

Answers:

Across:

2 discover	4 snorkel
5 result	6 fence

Down:

1 join	3 experience

2 Write questions using the present perfect with *ever*.

1 Students look at the prompts and example.
2 They then complete the exercise in pairs.
3 Check the answers with the class.

Answers:

1 Have you ever been to an aquarium?
2 Have you ever climbed a mountain?
3 Have you ever played chess?
4 Have you ever visited an orphanage?
5 Have you ever been to Alexandria?
6 Have you ever visited a park?

3 Ask and answer the questions in Exercise 2 in pairs. Then tell other people in the class the answers.

1 Students read the instructions, then work in pairs. Monitor as they are working, and help if necessary.
2 Invite volunteers to tell the rest of the class about their partner. Ask them to listen and find out who has done the most things on the list.

Answers:

Students' own answers.

4 Complete the text with the past simple or present perfect. Choose the correct words, *for* or *since*.

1 Elicit the use of for (for periods of time) and since (for points in time).
2 Then ask students to look at the text and examples.
3 Students complete the exercise individually and then check their answers with a partner.
4 Ask students to read the text aloud. Ask them to explain why they have chosen each answer.

Answers:

1 have lived	2 for	3 have lived
4 since	5 lived	6 changed
7 wanted	8 has lived	9 for

5 Look at this information and write a paragraph about what Radwa has achieved and how she did it. Use some of these words.

1 Read the time order words. Then ask students to look at the information about Radwa.
2 Start the paragraph off as a class. Write on the board, *I learnt to swim in 2020*. Then go through the rest of the exercise orally.
3 Students then write the paragraph about Radwa in their notebooks. Remind them to use the information provided. Monitor as they are working and help if necessary. Alternatively, students

could write their paragraphs for homework.

4 Invite volunteers to read out their paragraphs. Ask the rest of the class to listen and check the information, language and time phrases. Then collect in the books to mark individually.

Answers:

Students' own answers.

WB page 101

Lesson 7 | 4

Review

1 Complete the sentences with these words.

achieved discover joined results volunteered

1 My grandfather has achieved many things in his life. I am very proud of him.
2 Scientists often ________ new and exciting things about space.
3 We have the ________ of our tests, and we all did well!
4 Hatem ________ to help the elderly in the nearby charity home.
5 Eman and Marwa have ________ a music club. They want to learn to play the piano.

2 Look at Ramy's photographs. What has he done in his life?

1 He has climbed a mountain.
2 ________
3 ________
4 ________

AUSTRALIA

3 What have you done? What haven't you done? Put a tick ✓ or cross ✗.

1 ☐ be to Alexandria 2 ☐ ride a horse
3 ☐ swim in the sea 4 ☐ travel by plane

4 Now write sentences about the events in Exercise 3.

1 I haven't been to Alexandria. 2 ________
3 ________ 4 ________

5 Complete the sentences with *for* or *since*.

1 The teacher has been in the school since 7 am.
2 My cousins have lived in Cairo ________ six months.
3 Basel has known his best friends ________ he was four.
4 Fareeda and Dareen have played the piano ________ six years.

6 Write a paragraph of about 100 words about holidays.

- Where have you been on holiday?
- What have you done on your holidays?
- Which was your favourite holiday? Why?

Lesson 7 | 101

Review

1 Complete the sentences with these words.

1 Ask students to look at the words and elicit the meanings.

2 Students then work in pairs to complete the sentences, as in the example.

3 Check the answers with the whole class.

Answers:

1 achieved 2 discover 3 result
4 volunteered 5 joined

2 Look at Ramy's photographs. What has he done in his life?

1 Ask students to look at the photos and elicit what Ramy has done.

2 Students then complete the exercise individually, before checking their answers with a partner.

3 Check the answers by inviting different students to read out the completed sentences.

Answers:

1 He has climbed a mountain.
2 He has been to Australia.
3 He has broken his leg.
4 He has learnt Japanese.

3 What have you done? What haven't you done? Put a tick ✓ or cross ✗.

1 Ask students to look at the events and to think about what they have/haven't done.

2 They put a tick or a cross in each of the boxes.

3 Check the answers as a class by inviting volunteers to say what they have and haven't done.

Answers:

Students' own answers.

4 Now write sentences about the events in Exercise 3.

1 Ask students to look at the example and elicit what they have to do.

2 They then write their sentences in their notebooks.

3 Invite different students to read out their sentences.

Answers:

Students' own answers.

5 Complete the sentences with *for* or *since*.

1 Ask students to look at the example and elicit what they have to do.

2 Students complete the exercise in pairs.

3 Invite different students to read out the completed sentences.

Answers:

1 since 2 for 3 since 4 for

6 Write a paragraph of about 100 words about holidays.

1 Ask students to look at the questions and invite volunteers to answer them.
2 Students write about their holidays in their notebooks. Tell them that they can invent a holiday if they want to. Monitor as they are working and help if necessary. Alternatively, students could write about their holidays for homework.
3 Invite different students to read out their work, or collect in their notebooks to mark individually.

Answers:

Students' own answers.

SB page 44

Unit 5 Lesson 1

Young role models

Reading: A text about a business person and a space engineer; a biography of a friend; an article about a sports tournament; a biography of a tennis player
Writing: A description of someone's job; a paragraph about a tournament or a competition; a biography of a role model
Listening: A conversation about a role model; an interview with an inventor; a conversation about sharing good news
Speaking: Discussing jobs; talking about sports tournaments; responding to good news
Language: The present perfect with yet and already
Life Skills: Respect for diversity

Quiz

Find these jobs in the photos. Use your dictionary for difficult words.

business person campaigner computer programmer engineer mathematician space scientist sports champion volunteer

Research

Choose one of the jobs and find out more. What does the person do? What skills do they need?

Find

Look through the unit. How many countries took part in the 2021 World Men's Handball Championship in Egypt?

44 Lesson 1

Quiz

Find these jobs in the photos. Use your dictionary for difficult words.

1 Direct students to read the instruction and the list of jobs. They can use a dictionary to check the meaning of new words if necessary, but encourage them to use the photos to help them deduce the meaning.
2 With weaker students, go through the list of jobs. Either read the jobs out loud or ask a student to do this. Model and drill the correct pronunciation of any words that students struggle to pronounce correctly. Then elicit or explain what people do in each job to check students' understanding, e.g. a space scientist studies space and helps people to travel into and do research in space, etc.
3 Tell students to look carefully at the photos, identify the activity that the people in each photo are doing and then use this information to match the photos with the correct jobs.

Answers:

business person c
campaigner f
computer programmer g
engineer h
mathematician d
space scientist a
sports champion b
volunteer e

Research

Choose one of the jobs and find out more. What does the person do? What skills do they need?

1 Ask students to choose a job from the box which they would like to find out more about.
2 Students find out more information about the job they've chosen using school resources or the internet. Less confident students should focus on finding answers to the two questions, but you could stretch stronger students by asking them to write two or more other sentences about their chosen job.
3 When students have finished researching their job – or in the next lesson if students complete this task as a homework – put them into groups with students who've chosen different jobs. They can then take it in turns to present the information to each other.

Answers:

Students' own answers.

Find

Look through the unit. How many countries took part in the 2021 World Men's Handball Championship in Egypt?

1 Before students look through the unit, ask them to use their own knowledge of sports competitions and any knowledge they have of handball to predict how many countries took part.
2 Students can help each other to find the correct answer in pairs (the answer is in Lesson 4, page 50).
3 Ask students if any of them enjoy playing or watching handball and if they watched the 2021 World Men's Handball Championship.

Answers:

There were 32 countries.

SB page 45

Lesson 1 **5**

Reading

1 Which of the jobs from page 44 would you like to do? Why?

2 Read the text. Why do you think Gamal likes his job?

My cousin, Gamal, is a business person. When he finished university, he got a job with a big company in Cairo. He's worked there for three years now.

I think he's got a very important job. He's the manager of a team of people and they have meetings every day. He works very hard. Sometimes, he has to meet people from companies in other countries. He has travelled to lots of interesting places. Last year, he went to Nigeria and Brazil.

I'd like to be a computer programmer because I'm good at computers and I want to do an interesting job.



3 Read the text again. Choose the correct words.

1 Gamal got his job after he finished **school / university**.
2 He started working for the company **three years ago / last year**.
3 Gamal is the manager of **the company / a team of people**.
4 He has meetings with people from **his company / different companies** every day.
5 Sometimes Gamal **travels to / has visitors from** different countries.

Language

4 Complete the sentences with the present perfect or past simple form of the verb in brackets.

1 Sami passed (pass) his exams last week.
2 I ___ (visit) lots of interesting cities in my country.
3 My mum ___ (want) to be a sports champion when she was young.
4 We ___ (finish) our science project last week.
5 Noha ___ (work) as a volunteer since she left school.
6 My brother ___ (read) lots of interesting books about space science.

Writing

5 Write about someone in your family with an interesting job. Answer these questions.

1 Who is the person? What is his or her job and why is it interesting?
2 How long has he or she had the job? When did he or she start it?

Workbook page 102 | Lesson 1 | 45

Reading

1 Which of the jobs from page 44 would you like to do? Why?

1 Ask students to look back at the jobs on page 44.
2 Students use what they learnt from their own research and what they heard from other students to choose the jobs they would like to do and think of reasons why.
3 Put students into pairs and ask them to take it in turns to ask and answer the questions. Read the example to help them.
4 Encourage students to add as much detail as they can to their explanations.

Answers:

Students' own answers.

2 Read the text. Why do you think Gamal likes his job?

1 Direct students to the photo of Gamal.
2 Tell students to quickly read the article to find the answer to the question.
3 You could stretch more confident students by asking them to tell their partner whether they would also like to do Gamal's job when they're older and give reasons for their answers.
4 Draw students' attention to the fact that Gamal's job in a business highlights the existence of globalisation and the fact that emerging economies are playing an increasingly important role in international business.

Suggested answers:

It's an important job, he meets other people, he travels to interesting places.

3 Read the text again. Choose the correct words.

1 Ask students to read the sentences and see if they can remember any of the correct words from their first reading of the text.
2 Tell students to read the text more slowly and carefully this time. Their aim is to identify specific information about Gamal in the text.
3 Students choose the correct words and then compare answers in pairs. If some students have different answers to their partner, tell them to read the text again.
4 Check answers round the class by inviting different students to each say a completed sentence.
5 You could extend this task by asking students to re-read the text and identify examples of the past simple tense (e.g. *When he finished university, he got a job with a big company in Cairo; Last year, he went to Nigeria and Brazil*) and examples of the present perfect tense (*He has travelled to lots of interesting places; He's worked there for three years now)*. Then elicit that the sentences with the past simple tense refer to completed events in the past and the sentences with the present perfect tense refer to situations or experiences without a specific time reference or that have not finished.

Answers:

1 university	2 three years ago
3 a team of people	4 different companies
5 travels to	

Language

4 Complete the sentences with the present perfect or past simple form of the verb in brackets.

1 Direct students to the instruction and the sentences they have to complete.

2 If you think students need more support with reviewing this language point, you could go through the sentences in class. Elicit that the time phrase in sentence 1 (*last week*) tells you to use the past simple tense and the time phrase in sentence 3 (***since*** *she left school*) tells you to use the present perfect tense.

3 Students complete the sentences with the correct verb forms and then check their answers in pairs.

4 Confirm the correct answers in class.

Answers:

1 passed	2 have visited	3 wanted
4 finished	5 has worked	6 has read

Writing

5 Write about someone in your family with an interesting job. Answer these questions.

1 Ask students to choose someone in their family to write about. Make sure students are aware that this person doesn't have to do an extremely exciting job. The most important thing is that students find the job interesting and that they can describe it clearly and accurately.

2 If students are doing this task for homework, they could interview a family member about their job or find information about it online.

3 Tell students to use their existing knowledge of their family members' jobs and any other information they've found out to plan their texts. Encourage them to look up any words they need in a dictionary, if necessary.

4 Monitor students' writing, offering help and feedback where necessary. Then ask students to exchange and check their texts with a partner. Alternatively, take in their work to mark.

Answers:

Students' own answers.

WB page 102

Unit 5 Lesson 1

Young role models

Language

1 Complete the sentences with the past simple or the present perfect form of the verbs in brackets.

1 I don't get paid for my work, but I like to help people. Last week, I helped (help) to take some disabled children to a park.

2 In my job, we try to change the way people do things. This year, we ________ (ask) shops to use less plastic, because it is bad for the environment.

3 Since I started my job, I ________ (work) with hundreds of computers!

4 Last year, I ________ (travel) to meetings around the world.

5 I love numbers. I ________ (use) a lot of very big numbers to work things out in my job!

6 I design bridges. Last year, we ________ (build) a very long bridge in China.

Vocabulary

2 Now match sentences 1-6 from Exercise 1 with these jobs.

a ☐ business person　b ☐ campaigner
c ☐ computer programmer　d ☐ engineer
e ☐ mathematician　f [1] volunteer

3 We often add -ian or -ist to make the names of jobs. Complete the sentences with the correct jobs.

1 Someone who works with maths is a mathematician.

2 Someone who works with science is a ________.

3 Someone who is good at art is an ________.

4 Someone who is good at music is a ________.

Writing

4 Imagine that you do one of the jobs from the lesson. Write sentences in your notebook saying what you have done in your job, or what you did on a recent day.

102 Lesson 1

Language

1 Complete the sentences with the past simple or present perfect form of the verbs in brackets.

1 Direct students to complete the sentences individually.

2 Allow students to compare their answers in pairs before checking round the class.

Answers:

1 helped	2 have asked	3 have worked
4 travelled	5 have used	6 built

2 Now match sentences 1-6 from Exercise 1 with these jobs.

1 Tell students to re-read the sentences from Exercise 1 and identify the key words and phrases in each one (e.g. *don't get paid*, *help people*, *disabled children* in sentence 1). They can then use these key words to match the sentences with the jobs.

2 Direct students to complete the task individually.
3 Ask students to check their answers in pairs. Stronger students could also tell their partners what information in the sentences from Exercise 1 gave them the answers.

Answers:

a4 b2 c3 d6 e5 f1

3 We often add *-ian* or *-ist* to make the names of jobs. Complete the sentences with the correct jobs.

1 Direct students to the instruction and ask students if they can remember an example of a job that ends in *-ian* and a job that ends in *-ist* from Lesson 1 in the Student's Book (*-ian = mathematician*; *-ist = scientist*).
2 Ask students to write the correct names of the jobs.
3 Check answers round the class. If you notice any pronunciation errors while checking answers, model and drill the pronunciation of the names of jobs in class and individually.

Answers:

1 mathematician 2 scientist
3 artist 4 musician

Writing

4 Imagine that you do one of the jobs from the lesson. Write sentences in your notebook saying what you have done in your job, or what you did on a recent day.

1 Ask students to choose a job to write about.
2 Tell students to use both the past simple and present perfect tense in their sentences. If students are writing about what they did on a recent day, they will mainly need to use the past simple, but they could also bring in the present perfect by saying how long they have done a specific activity, for example.
3 Students could complete this task for homework. If they complete it in class, go round and monitor while they are writing. Make sure they use the correct vocabulary for work activities and use the past simple and present perfect correctly.

Answers:

Students' own answers.

Skills

Reading: To read and understand a text about a young role model

Writing:

- To write a description of someone's job
- To write what you have done in a job (Workbook)

Speaking: To discuss different jobs

Language: The past simple and present perfect (revision)

Vocabulary: campaigner, mathematician, role model, sports champion

Issues: Issues of globalisation: leading businesses

LESSON 2 SB pages 46-47 WB page 103

- To use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
- To read and respond to longer texts connected to international people/global events.
- To identify gist and main idea(s) in longer listening texts (both informative and literary texts)
- To ask and answer questions about key details and low level inferences in a range of texts
- To write informative/explanatory texts; introducing a topic, developing ideas, and providing a concluding statement
- To demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

SB page 46

5 Lesson 2



Reading

1 Read the article quickly. What did Samar design?



Samar Abdelfattah has always been interested in space. As a young child, she wanted to be an astronaut. After she finished school, she went to Cairo University to study space engineering.

While Samar was at university, a space technology company had a competition. Students had to design a **hyperloop** – a new, very fast form of transport that travels above the ground. Samar decided to enter the competition and asked other engineering students from the university to join her team.

Teams of students from universities all around the world entered, but Samar's team was the only one from Africa or the Middle East. They worked hard on their design and they won the competition. Samar travelled to the USA to receive the **award**.

Three years later, Samar started her own company. Now she is a space engineer and a business person. She also gives **speeches** to other young engineers to help them achieve their **goals**.

2 Read the article again and complete the sentences. Use your dictionary for difficult words.

1 Samar wanted to be an astronaut when she was young.
2 Samar studied ________ at Cairo University.
3 A space ________ company had a competition and Samar entered it.
4 Samar travelled to the USA to receive her ________.
5 Now Samar is a space engineer and a ________.
6 She helps young engineers to ________.

Speaking

3 Work in pairs. Ask and answer questions.

1 Which / university / go to?
2 What / she enter?
3 Who / be / in her team?
4 Where / other teams / come from?
5 When / Samar / start her company?
6 Who / she / give speeches to?



4 Discuss these questions in pairs.

1 What challenges do you think there were for Samar and her team?
2 What has Samar achieved?

46 Lesson 2

Reading

1 Read the article quickly. What did Samar design?

1 Explain that students are going to read about one female role model. Ask students to read the article quickly to find the answer to the question. Suggest that they scan it for the word 'design' and then, once they've found it, tell them to find the name of the thing or type of thing that Samar designed.

2 Check answers in class. If they need help, direct students to the photo of Samar and the photo of a hyperloop.

Answers:

A new type of transport (a hyperloop).

2 Read the article again and complete the sentences. Use your dictionary for difficult words.

1 Tell students that this time, they will need to read the article more slowly and carefully in order to find specific details about Samar.

2 Students reread the article and find the words to complete the sentences. Tell them to check the meanings of any words in bold in the text which are new for them in the *Glossary*.

3 Ask students to compare answers in pairs and then check answers in class by inviting different students to read the completed sentences out loud.

Answers:

1 astronaut	2 space engineering
3 technology	4 award
5 business person	6 achieve their goals

Speaking

3 Work in pairs. Ask and answer questions.

1 Tell students that they are now going to make questions about Samar and then give the answers to them.

2 Students write the questions and then write the answers in complete sentences. They can refer back to the article to find or check the answers to the questions, if they need to.

3 Students compare their questions and answers in pairs. Then check answers round the class by asking one student to read a question out loud, then asking another student to read the answer.

Answers:

1 Which university did Samar go to?
She went to Cairo University.
2 What did she enter?
She entered a competition to design a new form of transport.
3 Who was in her team?
Other engineering students from the university were in her team.
4 Where did the other teams come from?
They came from all around the world.
5 When did Samar start her own company?
She started it three years after she won the competition.
6 Who does she give speeches to?
She gives speeches to other young engineers.

4 Discuss these questions in pairs.

1 Check students understand the meaning of *challenge* (a fact or situation which makes it more difficult for someone to do something) and *achieve* (to do something that you wanted to do) in class.

2 Put students into pairs and ask them to brainstorm their ideas for the answers to the two questions. Encourage them to refer back to the text to find facts which provide evidence to support their ideas.
3 Ask students to use their ideas to decide on their answers to the questions in their pairs.
4 Invite a few different pairs of students to present their answers and give reasons for them in the class.

Suggested answers:

1 It would be difficult to work on new technology. It would be expensive.

2 She has achieved a lot: she has been to university, won a competition, travelled to the USA and started her own business.

SB page 47

Lesson 2 | 5

Listening

5 Listen to a discussion about the campaigner Magdy Abdel Sayed and choose the correct answer.

1 Why was it difficult to find a school for Magdy?
  a Because Magdy needed a lot of help with his work.
  b Because some schools didn't have equipment for disabled people.
2 What kind of education did Magdy have?
  a He studied at home.
  b He went to school and university.
3 What has always been important to Magdy?
  a Helping other people.
  b Getting a good job.

Magdy Abdel Sayed

6 Listen to the conversation again and complete the notes about Magdy's achievements.

MAGDY ABDEL SAYED: CAMPAIGNER FOR DISABLED PEOPLE

1 at school: won an award from Cambridge University
2 after school: lots of companies wanted to
3 at university: ______ for different charities
4 now: works with a charity that

Writing

7 Write a short text about Magdy Abdel Sayed. Use the information from the notes in Exercise 6.
Magdy Abdel Sayed has had a lot of challenges in his life, but he has also achieved many things.

Life Skills

1 What do you think are the challenges for disabled people in the situations below?
at school   at university   at work
2 How can we help disabled people to achieve their goals?

Workbook page 103 | Lesson 2 | 47

Listening

5 Listen to a discussion about the campaigner Magdy Abdel Sayed and choose the correct answer.

1 Direct students to the instructions and elicit what students can remember from Lesson 1 about what a campaigner does.
2 Direct students to the questions and answer options. Tell students to listen for the key words in the options to help them answer.
3 Ask students to compare answers in pairs and reach a consensus if they have different answers.



Audioscript

Seleem: *Hi, Mazin! What are you reading?*
Mazin: *It's an article about Magdy Abdel Sayed. He's a campaigner for people who are disabled.*
Seleem: *So, is he disabled?*
Mazin: *Yes, he's been disabled all his life. He's done lots of amazing things – but he has had lots of challenges.*
Seleem: *What was his life like as a child?*
Mazin: *Well, he couldn't move without help until he was five years old.*
Seleem: *Did he go to school?*
Mazin: *Yes, but it wasn't easy. Some schools couldn't have Magdy as a student because they didn't have the right equipment for disabled people.*
Seleem: *So what happened?*
Mazin: *Magdy really wanted to go to school and his parents wanted him to have a good education. They found a school for him and he was an excellent student.*
Seleem: *Were there a lot of challenges for Magdy at school?*
Mazin: *Yes, there were, but he never stopped trying when things were difficult. Before he left school, he won an award from Cambridge University for his achievements.*
Seleem: *That's amazing! What did he do when he finished school? Did he get a job or go to university?*
Mazin: *Well, after Magdy won the award, a lot of companies wanted to give him a job, but he decided to go to university.*
Seleem: *Of course – because education was very important to him.*
Mazin: *Yes, but it wasn't the only important thing. Magdy has always believed in helping other people. At university, he worked as a volunteer for different charities.*
Seleem: *And does he still help people now?*
Mazin: *Yes, he does. He works with a charity that helps disabled people find jobs. He also gives speeches about how everyone can achieve their goals.*

Answers:

1b 2b 3a

6 Listen to the conversation again and complete the notes about Magdy's achievements.

1 Ask students to read the notes and use what they can remember about Magdy's story from their first listening to think about what the missing words could be.

2 Direct students to the example answer and tell students that they will need to write a phrase with a verb and a noun, like *won an award*, in each gap.

3 Play the recording again and ask students to write the correct phrase for each gap.

4 Play the recording more than once so that students can check their answers, if necessary.

5 Ask students to compare their answers in pairs and then confirm answers in class.

6 You could extend the task by asking students to discuss (either in pairs or small groups) what their reaction to Magdy Abdel Sayed's story is. Give them some question prompts to guide their conversations, e.g. *What surprised you about Magdy's story? What did you find interesting about Magdy's story? What do you think Magdy has achieved? Have you ever heard a story like Magdy's before?*

Answers:

1 won an award 2 give him a job
3 worked as a volunteer 4 helps disabled people

Writing

7 Write a short text about Magdy Abdel Sayed. Use the information from the notes in Exercise 6.

1 Direct students to the instructions and the example.

2 Tell students to use the four topics in the notes in Exercise 6 to organise their texts. Also, remind them to think about which tenses they will need to use for different events and situations in Magdy's life, i.e. the past simple for what happened at school, after school and university; the present simple for what he does now and the present perfect to make general statements about what has happened in Magdy's life or what he has achieved up to now.

3 Go round and monitor while students are writing their texts, offering help and support. Alternatively, set this task for homework.

Answers:

Students' own answers.

Life Skills

1 This box helps students develop the life skill of showing respect for diversity. It is important for students to develop this life skill because it will help them to develop empathy for other people, particularly people who are different to them. Put students into small groups and ask them to read the questions carefully.

2 Ask them to brainstorm their ideas in their groups and then select what they think are the best ideas from their group.

3 Students could present their ideas in class, for example by creating a poster which explains them using pictures and text, and then presenting this poster in class.

Suggested answers:

1 Many schools, universities and work places do not have good access or equipment for disabled people.

2 We can allow them equal opportunities, by providing them with help and support so that they can work as well as other people.

Video

1 Tell students that they are going to watch a video about space. Ask students to write down the words they expect to hear in a video about space. They could then compare and discuss their ideas with a partner.

2 Before they watch, you could write the following questions on the board: *Who was the first person to go into space? Who was the first man on the moon? What is the International Space Station? What do the people who work on it do? What did the Ancient Egyptians discover? What does the Egyptian Space Agency in Cairo plan to do in the future?*

3 Play the video so students can check their answers.

4 Put students into pairs and ask them to say what

information in the video they already knew and what was new for them. They could then discuss what activities or tasks they think astronauts have to do and what challenges they face in their jobs. Finally, they say whether they would enjoy being an astronaut when they're older.



Audioscript

Have you ever looked at the sky at night? You have probably seen the moon, planets and stars in space.

People have already visited space many times. A Russian astronaut, Yuri Gagarin, went in 1961. And in 1969, an American astronaut called Neil Armstrong was the first man on the moon.

Today, there are astronauts on a satellite called the International Space Station. This flies around our planet every 90 minutes. The astronauts on the space station do scientific experiments to study space. They usually stay on the Space Station for about six months. And they even do exercises for two hours every day to keep fit.

Space has interested Egyptians for thousands of years. The Ancient Egyptians were the first civilization to study the stars and the planets, and they made some important discoveries.

They first discovered the equinox. This happens in March and September every year and it is when the position of the sun in the sky means that the day and the night are the same length.

We are still making important discoveries today. At the Egyptian Space Agency in Cairo, engineers from the agency and students from Cairo University have already built satellites. They now want to send an Egyptian astronaut to explore space. Nobody from Egypt has visited space yet, but they will in the future.

WB page 103

Lesson 2 | 5

Vocabulary

1 Complete the sentences with these words.

award challenge enter goal ~~speech~~ equipment



1 The students took turns to give a speech. Mine was about playing chess!
2 The nurse won a special ________ for helping so many people in the health emergency.
3 Schools should have ________ for disabled people.
4 It was a real ________ to climb that mountain, but we succeeded!
5 Ahmed loves crosswords and has decided to ________ a crossword competition.
6 Nahla's ________ is to pass all her exams with top marks!

Reading

2 Read and complete the text with these words.

achieve blind campaigner ~~challenge~~ challenge joined

Binita who is from a village in India, was five years old when she became blind. This was a big [1] challenge for her. She went to a school for blind children until she was eleven, when she [2] ________ a different school with children who weren't blind. At school, Binita found that the children quickly learnt about her problems. They now know that just because she is [3] ________ does not mean she cannot do 99% of the things that they can do! Now she is a [4] ________ for other people who are disabled. Her next [5] ________ is to help everyone understand that being disabled does not mean you cannot [6] ________ your goals.



3 Read the text again and answer the questions.
1 When did Binita become blind? When she was five.
2 What did she do until she was eleven? ________
3 What did children at her school learn about her? ________
4 What job does Binita do now? ________
5 What is her next challenge? ________

Writing

4 Write a paragraph of about 100 words in your notebook about how we can all help disabled people to achieve their goals in life.
- What challenges can disabled people face at school or at work?
- How do disabled people achieve their goals?
- How can we help them?

Remember!

Remember to follow this structure when you write your paragraph:

The topic sentence: a sentence which tells what the paragraph is about.

Details: at least three details about the topic.

Concluding sentence: a sentence which summarises what was covered in the paragraph or restates the topic sentence.

Lesson 2 | 103

Vocabulary

1 Complete the sentences with these words.

1 Tell students that this exercise will help them to review words for talking about people's achievements which they have learnt in this lesson.
2 Ask students to read and complete the sentences.
3 Check answers round the class by asking students to read the completed sentences out loud.

Answers:

1 speech	2 award	3 equipment
4 challenge	5 enter	6 goal

Reading

2 Read and complete the text with these words.

1 Direct students to the words in the box and the photo of a rural village in India. Without looking at the text, ask students to predict what the text

will be about. They could then share their ideas in pairs.

2 Tell students to read the text all the way through to get an idea of what it's about. Then they can read the text again and identify the correct word for each gap.

3 Students check their answers in pairs. Confirm answers in class.

Answers:

1 challenge	2 joined	3 blind
4 campaigner	5 challenge	6 achieve

3 Read the text again and answer the questions.

1 Direct students to look for the key information in the text and write their answers to the questions. Tell students to write these answers as complete sentences.

2 Ask students to each say the correct sentences.

Answers:

1 When she was five.
2 She went to a school for blind children.
3 They learnt that just because she is blind does not mean she cannot do 99% of the things that they can do.
4 She is a campaigner for other people who are disabled.
5 To help everyone understand that being disabled does not mean you cannot achieve your goals.

Writing

4 Write a paragraph of about 100 words in your notebook about how we can all help disabled people to achieve their goals in life.

1 Ask students to read the questions and take a few minutes to make notes on their ideas. They could then discuss these ideas with a partner.

2 Tell students to choose the ideas they want to include in their paragraph and plan the order in which they are going to write them.

3 Ask students to read the *Remember!* box silently and to follow the included structure when they write their paragraphs.

4 Instruct students to write their paragraph in class or for homework. Students can then swap their text with a different partner. Then they can tell each other whether they agree with their partners' ideas and how effective they think their ideas for helping disabled people are.

Answers:

Students' own answers.

Skills

Reading:

To read and understand a text about a space engineer

To read and understand a text about a disabled campaigner (Workbook)

Writing:

- To write a text about a disabled campaigner
- To write a paragraph about how we can help disabled people

Listening: To listen to and understand a conversation about a role model

Video: Looking at space

Speaking: To ask and answer questions about a space engineer

Vocabulary: award, enter, goal, speech

Life Skills: Respect for diversity

LESSON 3 SB pages 48-49 WB page 104

- To determine the main idea of a text and explain how it is supported by key details
- To form and use the perfect verb tenses
- To identify gist and main idea(s) in longer listening texts (both informative and literary texts)
- To discuss topics providing explanation and clarification as needed
- To use verb tense to convey various times, sequences, states, and conditions

SB page 48

5 Lesson 3

Reading

1 Read Judy's biography of her friend Aya. Tick the things Aya has done in her life.

My friend Aya has always loved writing stories and poems. When she was six, she won a prize for a poem she wrote! She has already written a book of stories. Now, she's writing her second book, but she hasn't finished it yet. She really likes to be **creative**. She has played the guitar for three years now. She's played in two concerts already. She felt very nervous but she was amazing!

Aya would like to volunteer to teach writing and music to children one day. Her other dream is to **create** an **app** to help children learn. She hasn't been to another country yet, but there are lots she wants to visit! Maybe we can go travelling together.



1 won an award or competition ✓
2 learnt a musical instrument ☐
3 worked as a volunteer ☐
4 created an app ☐
5 travelled to another country ☐
6 written a book ☐
7 played in a concert ☐

2 Match to make sentences about Aya.

1 [e] She won an award for writing
2 ☐ She has finished writing
3 ☐ She was nervous
4 ☐ She wants to volunteer to
5 ☐ She hasn't
6 ☐ She is a very

a work with children.
b when she played concerts.
c been to another country yet.
d creative person.
e when she was a child.
f one book already.



48 Lesson 3

Reading

1 Read Judy's biography of her friend Aya. Tick the things Aya has done in her life.

1 Direct students to the instructions and elicit the meaning of *biography* (a text describing someone's life). Ask students if they've ever written or read a biography and, if they have, ask them to say what information about the person was included in it.
2 Direct students to the answer options and elicit or explain the meaning of *create* (to make something new) and *app* (a software program that's designed to do a specific thing; short for *application*). If students are still unsure about the meaning of these words, they can check them in the *Glossary* or in a dictionary.
3 Ask students to read the biography once all the way through to get a general understanding of it and then read it again to complete the task.
4 Put students into pairs to compare their answers.

Answers:

1 [tick], 2 [tick], 6 [tick], 7 [tick]

2 Match to make sentences about Aya.

1 Direct students to the sentence beginnings. Ask students to use the last word or the verb tense in each of these to predict the type of word that will come at the start of the sentence half that it matches with. For example, you would expect a time phrase with *when* to follow the first sentence half.
2 Ask students to match the sentence halves. They can refer back to the information in the biography to check their answers.
3 Check answers round the class by inviting different students to say the complete sentences.

Answers:

1 e 2 f 3 b 4 a 5 c 6 d

SB page 49

Lesson 3 5

Language

3 Reorder the words to make sentences or questions in the present perfect.

1 finished / I / my / homework / yet / haven't I haven't finished my homework yet.
2 that / I've / already / film / seen ___
3 our / eaten / already / We've / lunch ___
4 already / three / learnt / He's / languages ___
5 visited / Have / Pyramids / yet / they / the / ? ___
6 new / Have / the / yet / been / you / to / restaurant / ? ___

The present perfect with *yet* and *already*

Yet means 'at any time until now'. Use it at the end of negative sentences and questions.
She hasn't been to another country **yet**.
Has she learnt a musical instrument **yet**?
Already means 'before now' or 'before a particular time'. Use it at the end of the sentence or before the main verb.
She's played in two concerts **already**.
She has **already** written a book of stories.



Listening

4 Listen to the interview. What has Haytham created? What does it do?

5 Listen again. Complete the sentences with the correct form of the present perfect and *already* or *yet*.

1 Haytham has created (create) an app already.
2 People in a few schools ___ (use) the app ___.
3 Haytham ___ (create) any other apps ___.
4 He ___ (get) a job ___.
5 He ___ (talk) to some companies about his ideas ___.
6 He ___ (finish) school ___.



Speaking

6 Look at the list in Exercise 1. Discuss the questions in pairs.

1 Which of these things have you done already?
2 Which of these things haven't you done yet (but think that you will one day)?

Workbook page 104 Lesson 3 49

Language

3 Reorder the words to make sentences or questions in the present perfect.

1 Tell students that they're now going to practise making present perfect sentences with *already* and *yet*. Explain that we use *yet* to refer to actions that we expect to happen soon. *Yet* in this

context is only used in negative sentences and questions. *Already* refers to actions that have happened to an unspecified time before now.

2 Ask students to find sentences with *already* and sentences with *yet* in the biography text to remind themselves of how they are used.
3 Ask students to read the Language box and answer any questions.
4 Tell students to make the sentences and questions. They can refer back to the Language box to check they've written them correctly if necessary.
5 Check answers in class by inviting different students to read the sentences and questions out loud. Remind students that there are two possible ways of forming the sentences with *already*.

Answers:

1 I haven't finished my homework yet.
2 I've already seen that film. / I've seen that film already.
3 We've already eaten our lunch. / We've eaten our lunch already.
4 He's already learnt three languages. / He's learnt three languages already.
5 Have they visited the Pyramids yet?
6 Have you been to the new restaurant yet?

Listening

4 Listen to the interview. What has Haytham created? What does it do?

1 Direct students to the instruction and elicit the meaning of *create*.
2 Before they listen, direct students to the photograph of Haytham with his phone and ask them to predict what he has created based on what they can see here.
3 Play the recording and ask students to listen for the answers to the questions.
4 Ask students to compare their answers in pairs.

 **Audioscript**

Interviewer: *So Haytham, you are only 18 years old and you have already created an app, is that right?*
Haytham: *Yes! I created an app last year.*
Interviewer: *What does your app do?*
Haytham: *It's an app to help people organise their schoolwork and homework. I needed all my work and timetables to be in the same place so I made it to help me! Then my friends liked it too so I decided to let other people use it, too!*
Interviewer: *That sounds great! When can we use it?*
Haytham: *People have used it in a few schools so you can use it now.*
Interviewer: *Have you created any other apps yet?*
Haytham: *No, I haven't yet, but I have lots of ideas!*
Interviewer: *Have you got a job at a big technology company yet?!*
Haytham: *No, not yet! I have already talked to some about my ideas but I haven't finished school yet and I want to go to University too.*

Answers:

He has created an app. It is for organising school work and timetables.

5 Listen again. Complete the sentences with the correct form of the present perfect and *already* or *yet*.

1 Tell students that they are now going to identify specific information about Haytham's app and what he has done.
2 Ask students to read the sentences before they listen and think about what the correct verb forms and missing words could be, based on what they can remember.
3 Play the recording again. Ask students to complete the sentences.
4 Students compare answers in pairs. You could check answers in class by playing the interview again and pausing after each answer that Haytham gives.

Answers:

1 has created/already
2 have used/already
3 hasn't created/yet
4 hasn't got/yet
5 has talked/already
6 hasn't finished/yet

Speaking

6 Look at the list in Exercise 1. Discuss the questions in pairs.

1 Tell students that they're now going to use *already* and *yet* to talk about their own experiences and achievements.
2 Ask students to look back at the list in Exercise 1 on the previous page and prepare sentences with *already* and *yet* to say whether or not they've done each thing.

3 Put students into pairs. Ask them to take it in turns to say their sentences about their experiences. If time allows, encourage students to ask their partner a follow-up question about some or all of their sentences to find out more information.

4 Monitor students as they are speaking to check if they're using *already* and *yet* correctly and give them feedback on this when they've finished speaking.

Answers:

Students' own answers.

WB page 104

5 Lesson 3

Vocabulary

1 We often use the short form of words. What are the short forms of these words?

1 application app 2 mathematics ______ 3 television ______
4 photographs ______ 5 aeroplane ______

2 Read and match the words with their meanings.

1 [b] app — a to make something new
2 [ ] competition — b software you can use on your computer or phone
3 [ ] create — c good at thinking of new ideas or ways to do something
4 [ ] creative — d an event in which people try to be the best at something

Language

3 Look at the timetable for some tourists in Egypt. It is the evening of Sunday 6th. What have they already done? What haven't they done yet?

[illegible]	See Cairo by night
[illegible]	Have a tour of Cairo's museums
[illegible]	Visit the Pyramids
[illegible]	Take a boat on the Nile
[illegible]	Go shopping at Khan el-Khalili
Wednesday 9th	Take bus to airport

1 They have already seen Cairo by night. 2 ______
3 ______ 4 ______
5 ______ 6 ______

Writing

4 What have you already done today? What haven't you done yet? Write sentences using these words.

1 come to school I have already come to school.
2 talk to my friends ______
3 have lunch ______
4 do your homework ______
5 go home ______

104 Lesson 3

Vocabulary

1 We often use the short form of words. What are the short forms of these words?

1 Direct students' attention to the example answer which students heard in the interview with Haytham and elicit or explain that the short form *app* is usually used instead of the long form.

2 Ask students to use their existing knowledge to decide what the short forms of the other words are and write these down.

3 Students should complete the tasks individually.

4 Ask students to compare their answers in pairs.

Answers:

1 app 2 maths 3 TV
4 photos 5 plane

2 Read and match the words with their meanings.

1 Ask students to look at the four words which they've read in this lesson.

2 Tell students to match the words with their meanings.

3 Ask students to check answers with a partner. If they have different answers, for example, because they have confused *create* with *creative*, they should work together to find the correct answers.

Answers:

1b 2d 3a 4c

Language

3 Look at the timetable for some tourists in Egypt. It is the evening of Sunday 6th. What have they already done? What haven't they done yet?

1 Direct students to the instruction and ask them to find Sunday 6th in the timetable.

2 Elicit that students will need to use *already* for the things that the tourists did before the evening of Sunday 6th and *yet* for the things they will do on Monday 7th, Tuesday 8th and Wednesday 9th. Students can refer back to the Language box on Student's Book page 49 to review how to use *already* and *yet*, if necessary.

3 Students write their sentences individually. Check their answers as a class.

Answers:

1 They have already seen Cairo by night.
2 They have already had a tour of Cairo's museums.
3 They have visited the Pyramids already.
4 They haven't taken a boat on the Nile yet.
5 They haven't gone shopping at Khan el-Khalili yet.
6 They haven't taken the bus to the airport yet.

Writing

4 What have you already done today? What haven't you done yet? Write sentences using these words.

1 Direct students to the instruction.

2 Tell students to write their sentences individually. If they are completing the task in class, ask them to share and compare their sentences in pairs or small groups. They could identify the activities they have done and check the accuracy of their partners'/group members' sentences.

Suggested answers:

1 I have come to school already.
2 I have already talked to my friends.
3 I have already had lunch.
4 I haven't done my homework yet.
5 I haven't gone home yet.

Skills

Reading: To read and understand a biography of a friend

Writing: To write about what you have done today (Workbook)

Listening: To listen to and understand an interview with an inventor

Speaking: To talk about what you have already done today and what you haven't done yet

Vocabulary: app, create, creative

Language: The present perfect with yet and already

LESSON 4 SB page 50 WB page 105

- To identify main and specific information in description
- To read and respond to longer texts connected to international people/global events
- To recognize some synonyms and antonyms
- To demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- To ask and answer questions about key details and low level inferences in a range of texts
- To tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- To demonstrate command of the conventions of standard English structure and usage when writing

SB page 50

5 Lesson 4

Reading

1 Discuss these questions in pairs.
1 Do you like to play or watch handball? Why?
2 What jobs can you think of that people might do at a handball competition?

2 Read the newspaper article quickly and answer the questions.
1 How many of the jobs that you thought of are in the article?
2 Why do you think the article is called *In the bubble*?

3 Match the words from the article 1-5 with the words that have a similar meaning a-e.

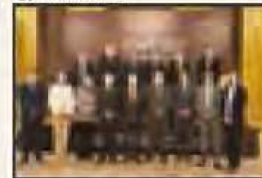
1	d contest	a	workers
2	champions	b	winners
3	competitors	c	sports event
4	tournament	d	competition
5	staff	e	players

4 Read the article again. Are these sentences true (T) or false (F)? Correct the false sentences.
1 There were 600 teams in the contest. F There were 32 teams.
2 Some people thought it was impossible to have the contest. ____
3 Nobody could watch the handball matches at the stadiums. ____
4 The medical team tested the players for coronavirus every day. ____
5 Everyone working at the tournament stayed in the same hotel. ____
6 The organisers of the Olympics in Japan have asked the medical team for advice. ____

30th January 2021

IN THE BUBBLE

Today, the 2021 World Men's Handball Championship in Egypt finished. It has been the biggest handball tournament ever. The Egyptian team did an excellent job and reached the quarter finals (the last eight). There were over 600 competitors from 32 countries. They have played over 100 games and scored more than 5,500 goals! All of this was during the coronavirus pandemic. Many people said it wasn't possible, but the contest in Egypt has been fantastic!



The medical team

The medical team have worked for months to make the tournament safe. Firstly, there haven't been any spectators. Also, the players and staff have had tests for coronavirus every 48 hours. Players and people working at the tournament have used four hotels and stayed inside this "bubble". These hotels all have a health centre and every team has had a doctor to work with them. Lots of cleaners have worked day and night to clean the stadiums and the hotels and make them safe.

The medical team were from the Ministry of Health and the Ministry of Youth and Sports. They have done such an incredible job that the organisers of the 2021 Olympics in Japan have asked them for their advice. What an amazing achievement!

Speaking

5 Work in small groups. Discuss these questions.
1 What was the last sports tournament you watched in a stadium or on TV? Who won? Did you enjoy it?

I watched the Olympics on TV. I liked all the different sports. It was exciting when there was a competitor from Egypt.

50 Lesson 4 Workbook page 105

Reading

1 Discuss these questions in pairs.

1 Put students into pairs and ask them to read the questions.
2 Students then say and explain their answer to the first question and then work with their partner to brainstorm jobs that people might do at a handball competition.
3 Give students about two minutes to respond to the questions and then invite students to give their answers. Write the suggested jobs up on the board.

Answers:

Students' own answers.

2 Read the newspaper article quickly and answer the questions.

1 Tell students that the newspaper article they're going to read is about the 2021 World Men's Handball Championship in Egypt. Ask students if they have heard of this competition. Accept correct answers and give a brief about it if necessary (an event by the International Handball Federation that was held in Egypt).

2 Ask students to read the questions and then scan the article for the jobs mentioned in it. Then they can read the whole article more slowly to answer the second question. They can check the meaning of new words in the *Glossary* or a dictionary.
3 Ask students to compare their answers in pairs.
4 You could stretch stronger students by asking them to think of an alternative headline for the article. They could then share their headlines with a partner and explain to him/her why they chose them.

Answers:

1 Jobs mentioned are: handball players, organisers, doctors, nurses, cleaners
2 Because it describes a situation when people at an event were in a bubble: they had to stay inside a place to stay safe during the coronavirus pandemic.

3 Match the words from the article 1–5 with the words that have a similar meaning a–e.

1 Ask students to look at the words in bold in the article. Ask students to say the meaning of each word in class.
2 Model and drill the pronunciation of the words in bold in the article both as a class and individually.
3 Ask students to read the words 1–5, which are five of the words in bold, and then match the pairs of words.
4 Quickly check answers around the class.

Answers:

1d 2b 3e 4c 5a

4 Read the article again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Ask students to choose true or false for each sentence and then write the corrected false sentences in complete sentences.
2 Ask students to check their answers in pairs and then check answers round the class.

Answers:

1 F, There were 32 teams.
2 T
3 T
4 F, They were tested every two days.
5 F, Everyone stayed in four hotels.
6 T

Speaking

5 Work in small groups. Discuss these questions.

1 Put students into small groups.
2 Ask students to read the questions carefully.
3 Weaker students may need to make some notes on their answers to the questions before they start discussing them. Remind students to try to use the vocabulary for sports tournaments in bold in the newspaper article where they can.
4 Give students time for their discussions. Monitor them while they're speaking, offering assistance or corrections with vocabulary and grammar where necessary.

Answers:

Students' own answers.

WB page 105

Lesson 4 5

Vocabulary



1 Choose the correct words.

1 There were more than 11,000 **competitors / staff** at the Rio Olympics, but only a few of them won medals!
2 Tarek was an **organiser / spectator** of the concert. He asked important musicians to play at it.
3 Our school has a chess **pandemic / tournament** every year. A lot of people want to enter.
4 There are only eight teams left, so this is the **finals / quarter-finals**.
5 The tall player is **incredible / impossible**. He wins all his matches easily.
6 I would like to thank all of the **spectators / staff** for working so hard in the hotel today.
7 There were nearly 80,000 **viewers / spectators** in the stadium, and they all enjoyed the sports.

2 Match the words that have a similar meaning, then find their opposites and circle them.

1 big	no one	terrible
2 champions	really good	everyone
3 clean	large	make dirty
4 incredible	winners	small
5 nobody	wash	losers

Reading

3 Look at the words in bold in the text. Replace each one with a word from the box that has a similar meaning.

~~an incredible~~ champions competitors spectators tournament

Egypt has already won the Africa Cup of Nations seven times. That is [1] **a fantastic** an incredible achievement! In 2023, the [2] **contest** ______ will be in the Ivory Coast, who have already been [3] **winners** ______ twice before. The [4] **players** ______ will be from 23 other countries and the games will be in six different stadiums. The biggest stadium, in Abidjan, holds 60,000 [5] **people** ______. The organisers are sure that it will be a great success.



Writing

4 Write a paragraph in your notebook about the tournament or competition you discussed in the Student's Book page 50, Exercise 5.

Lesson 4 105

Vocabulary

1 Choose the correct words.

1 Ask students to read the sentences and choose the correct word for each sentence. If students are unsure about the meaning of any of the words in bold, they can check their meaning in

the *Glossary*.

2 Students complete the task individually.

3 Check answers around the class by inviting different students to say the completed sentences out loud. Model and drill the pronunciation of any of the words in bold individually if students struggle to pronounce them correctly.

Answers:

1 competitors	2 organiser	3 tournament
4 quarter-finals	5 incredible	6 staff
7 spectators		

2 Match the words that have a similar meaning, then find their opposites and circle them.

1 Direct students to the instructions and elicit that in the first two columns are pairs of words with the same meaning (synonyms) and in the third column there are words which have the opposite meaning (antonyms). Students will be familiar with all of the words.

2 Tell students to match the words and find the opposites and then compare their answers in pairs.

3 You could extend the activity by asking students to think of other examples of words that have similar meanings, and others that have opposite meanings.

Answers:

1 big–large–small
2 champions–winners–losers
3 clean–wash–make dirty
4 incredible–really good–terrible
5 nobody–no one–everyone

Reading

3 Look at the words in bold in the text. Replace each one with a word from the box that has a similar meaning.

1 Direct students to the instructions and the words in the box.

2 Ask students to read the text. Tell them to use the context of the words in bold to match them with their synonyms in the box.

Answers:

1 an incredible	2 tournament	3 champions
4 competitors	5 spectators	

Writing

4 Write a paragraph in your notebook about the tournament or competition you discussed in the Student's Book page 50, Exercise 5.

1 Ask students to think back to the tournament or competition which they discussed in response to item 2 on Student's Book page 50, Exercise 5.

2 Tell students to use the three questions *What did you do? Did you enjoy the competition? Did you win?* to help them plan their paragraphs. Encourage students to explain their answers to the second question. For the third question, ask them to write about how this made them feel and what its consequences were.

3 Encourage students to look up any specific words they need in a dictionary, if necessary.

4 Remind students to go back to the *Remember!* box on page 103 and to follow the suggestions and structure of a paragraph. Monitor students' writing, offering help and feedback where necessary. Then ask students to exchange and check their texts with a partner. Alternatively, take in their work to mark.

Answers:

Students' own answers.

Skills

Reading:

- To read and understand an article about a major sports tournament
- To read and complete an article about a sports tournament (Workbook)

Writing: To write about a tournament or competition (Workbook)

Speaking: To discuss sports tournaments

Vocabulary: bubble, championship, competitor, contest, coronavirus pandemic, organiser, spectator, staff, tournament

LESSON 5 SB page 51 WB page 106

- To identify gist and main idea(s) in longer listening texts (both informative and literary texts)
- To react to a long listening text, giving an opinion
- To explain the function of interjections in general and their function in particular sentences

- To discuss topics providing explanation and clarification as needed
- To write informative/explanatory texts; introducing a topic, developing ideas, and providing a concluding statement
- To demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- To demonstrate command of the conventions of standard English structure and usage when writing

SB page 51

Lesson 5 | 5

Listening

1 Discuss this question in pairs.

When someone wins an award or a competition, what can you say?

Did you know?

The Polish musician Frederic Chopin (1810-1849) wrote piano music from the age of seven and performed in concerts when he was eight!

2 Listen to Fareeda. What is the good news she is telling her friend, Malak?

3 Listen again and answer the questions.

1 When did Fareeda get the results of her exam? *She just got them.*
2 What score did she get? ____
3 How did she feel when she was doing the exam? ____
4 Why is Malak not surprised by the result? ____

4 Listen again. Complete the phrases that Malak uses to respond to Fareeda's news.

1 Well done! Great ____!
2 You did really ____.
3 What an amazing ____!
4 I'm really ____ for you.
5 You worked really ____.

Speaking

5 Work in pairs. Take turns to be A and B.

Student A: You have some good news to share. Choose one of the ideas opposite (or think of your own good news). Tell Student B

Student B: Listen to Student A's good news. Ask him or her about it. Use the expressions from Exercise 4.

You won an award. | You passed an exam. | You learnt a new skill. | You won a contest.

Workbook page 106 | Lesson 5 | 51

Listening

1 Discuss this question in pairs.

1 Direct students to the photograph and elicit that the football team in the photo have just won a football tournament.

2 Put students into pairs and ask them to think of at least one word or phrase that you can say to someone who has won an award or competition.

3 Check students' ideas in class. Model and drill the pronunciation of any words that students find difficult to pronounce (e.g. *congratulations*, *amazing*) individually and in class.

Suggested answers:

Congratulations! Well done! That was amazing!

2 Listen to Fareeda. What is the good news she is telling her friend, Malak?

1 Tell students that Fareeda is the girl they can see in the first photo.

2 Read the question as a class.

3 Play the recording and ask students to note their answers.

4 Students compare answers in pairs. Check answers in class and then direct students to the *Did you know?* box. Ask students for their reaction to what Chopin achieved at such a young age and if they know, or know of, anyone who has also achieved something similar.



Audioscript

Malak: *Hi Fareeda!*

Fareeda: *Hi Malak, guess what? I just got the results of my music exam!*

Malak: *Yes? How did you do?!*

Fareeda: *I passed!*

Malak: *Of course you did! Well done! Great job!*

Fareeda: *But also, I got the highest score in the class!*

Malak: *Wow, you did really well - what an amazing achievement!*

Fareeda: *I can't believe it, I was so nervous doing the exam.*

Malak: *I knew you would do well. I'm really happy for you! You worked really hard.*

Fareeda: *Thanks Malak..*

Answers:

She passed her music exam.

3 Listen again and answer the questions.

1 Tell students that they are now going to focus on the listening for specific information in the conversation between Fareeda and Malak.

2 Direct students to the questions and ask them to read them before they listen again.

3 Play the recording again. Ask students to note the answers.

4 Students compare answers in pairs and then check answers in class.

5 Draw students' attention to the sentence *I just got the results of my music exam!* in the recording. Elicit that in this context *just* means 'a short time ago'.

Answers:

1 She just got them.
2 She got the highest score in the class.
3 She felt nervous.
4 Because Fareeda worked really hard.

4 Listen again. Complete the phrases that Malak uses to respond to Fareeda's news.

1 Before they listen, ask students to read the phrases from the conversation and consider what the missing words could be.
2 Play the recording again and ask students to listen and then complete the phrases.
3 Students then compare answers in pairs. Play the recording again so students can check their answers.

Answers:

1 done, job
2 well
3 achievement
4 happy
5 hard

Speaking

5 Work in pairs. Take turns to be A and B.

1 Put students into pairs and assign roles: Student A or Student B. Briefly go through the instructions for each speaker.
2 Give students two or three minutes to prepare for the role play individually. Student A needs to choose an idea and prepare to share this piece of good news with their partner. Student B needs to prepare a response to good news and also decide which phrases from Exercise 4 they are going to use.
3 Go round and monitor as students are talking but do not interrupt unless necessary. Make a note of any common errors and go over these at the end of the task.
4 Praise all good work.

WB page 106

5 Lesson 5

Language

1 Read and match.

1 [c] I've repaired the chair that was broken.
2 [ ] The football team won 2-0!
3 [ ] Hamdi got 100% in his English exam!
4 [ ] My cousin Lara is getting married!
5 [ ] Hala has a place at a top university.

a I'm really happy for her.
b I knew she would do well. She worked really hard.
c They did really well.
d What an amazing achievement.
e Great job. Well done!

Listening and speaking

2 Put the dialogue in the correct order.



a [ ] Mother: I'm really happy for you! I'll come and watch!
b [ ] Mother: Well done! Was that a competition at your school?
c [ ] Nader: Thanks. I'll get the award next week.
d [ ] Nader: No, it was a short story competition for everyone.
e [ ] Mother: I knew you would do well. You worked really hard.
f [1] Mother: You look happy, Nader.
g [ ] Nader: Yes. I came second in the class, so I worked harder this year!
h [ ] Mother: For everyone? What an amazing achievement. Didn't you win the school competition last year?
i [ ] Nader: I am! I've won a short story competition!

3 Listen and check your answers to Exercise 2, then role-play the dialogue.

Writing

4 Read the email from your friend. Write a reply in your notebook.

Hi!
I've got some good news. I've won an award! As you know, my family help every week at a hospital for children. We play games with the children and read them stories. The nurses at the hospital decided to give my family an award for our work. We're getting it next week! Can you come and watch us get it?

106 Lesson 5

Language

1 Read and match.

1 Ask students to read the sentences 1–5 and elicit that they're all examples of people sharing good news. They need to match these to the situations a–e.
2 Students should complete the task individually.
3 Check answers round the class by inviting one student to say a sentence for sharing good news and another student to respond with the correct phrase.

Answers:

1e 2c 3d 4a 5b

Listening and speaking

2 Put the dialogue in the correct order.

1 Direct students to the sentences from the dialogue. Elicit that in this dialogue, Nader is sharing good news with his mother and she's responding to his good news, but the dialogue is not in the correct order.

2 Suggest that students find pairs of sentences that go together, e.g. a question and the answer for that question, in order to help them put the dialogue in the correct order.
3 Ask students to compare their order in pairs, but don't confirm the correct order at this stage.

Answers:

1f	2i	3b	4d	5h
6g	7e	8c	9a	

3 Listen and check your answers to Exercise 2, then role-play the dialogue.

1 Play the recording so students can check their answers. With weaker students, you could pause the recording after each sentence or pair of sentences and check that students have ordered the sentences correctly.
2 For the role play, encourage students to say the sentences with the appropriate level of enthusiasm in their voice. You could role-play the dialogue with a stronger student in class first and show the other students how to do this.
3 Put students into pairs to practise the dialogue.

 **Audioscript**

Mother: *You look happy, Nader.*
Nader: *I am! I've won a short story competition!*
Mother: *Well done! Was that a competition at your school?*
Nader: *No, it was a short story competition for everyone.*
Mother: *For everyone? What an amazing achievement. Didn't you win the school competition last year?*
Nader: *Yes, I came second in the class, so I worked harder this year!*
Mother: *I knew you would do well. You worked really hard.*
Nader: *Thanks. I'll get the award next week.*
Mother: *I'm really happy for you! I'll come and watch!*

Writing

4 Read the email from your friend. Write a reply in your notebook.

1 Direct students to the email. Elicit that the good news the writer is sharing is that his/her family has won an award for helping at a hospital for children every week.
2 With weaker students, elicit what they should include in their reply before they start writing, i.e. a response to the good news, a question about the award/what the writer has done/what they will do and an answer to the question at the end of the email.
3 Ask students to write their replies. Tell them to make their reply about the same length as the original email.
4 Ask students to swap their replies with a partner and give each other feedback on a) whether they've included everything they should have included, b) whether the email is clear and easy to understand, c) whether they've used the appropriate language for responding to good news and d) whether they've used vocabulary and language accurately. Tell students to give each other honest feedback and to take the feedback they receive as something intended to help them develop their English skills.

Answers:

Students' own answers.

Skills

Reading: To understand an email from a friend

Writing: To write an email to respond to good news (Workbook)

Listening:

- To understand and complete a conversation sharing good news
- To understand and order sharing good news (Workbook)

Speaking:

- To role-play a dialogue where you share and respond to good news
- To role-play a dialogue where you share and respond to good news (Workbook)

LESSON 6 SB page 52 WB page 107

- To describe the explicit relationships between individuals, events, ideas in comparison, cause-effect and chronological texts
- To interpret non-verbal reading texts (charts and tables)

- To write a narrative: recount an event or sequence of events; include details to describe actions, thoughts, and feelings; use sequencing words and provide a sense of closure
- To participate in shared research and writing projects
- To demonstrate command of the conventions of standard English structure and usage when writing

SB page 52

5 Lesson 6



Reading

1 Put these sentences from a biography about Nada Zaher in the correct order. Find the meaning of new words in your dictionary.

- a ☐ When she was a teenager, she found out that she had a sports **scholarship** to go to Columbia University in the USA.
- b [1] Nada Zaher was born in Alexandria, Egypt.
- c ☐ Then she went to the USA to study and play tennis.
- d ☐ Now she helps students from Egypt and other countries to follow their dreams.
- e ☐ So, she started a company to connect athletes with universities in the USA and helped them to find scholarships.
- f ☐ As a child, she played a lot of tennis.
- g ☐ After university, she returned to Egypt and decided to help more international athletes to study in other countries.

2 Read the biography again and answer the questions.

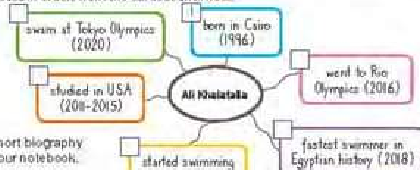
1 Where is Nada from? She is from Alexandria.
2 What sport did she play?
3 Where did she get a scholarship for?
4 What does she do now?



Writing

3 Look at these notes about the swimmer Ali Khalafalla, and put them in order.

1 Put the notes in order, from the earliest until now.



2 Write a short biography of Ali in your notebook.

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Reading

1 Put these sentences from a biography about Nada Zaher in the correct order. Find the meaning of new words in your dictionary.

1 Quickly review the meaning of *biography* (a text describing someone's life) in class.

2 Direct students to the photograph of Nada Zaher and tell them that they're going to read her biography.

3 Direct students to the sentences and elicit the words or phrases in them which tell you in what order the events in Nada's life happened, e.g. *When she was a teenager, was born, then, now*, etc.

4 Students should put the sentences in the correct order and then compare their answers in pairs. Check answers in class.

Answers:

a 3 b 1 c 4 d 7
e 6 f 2 g 5

2 Read the biography again and answer the questions.

1 Tell students to read the whole biography in the correct order.

2 Direct students to the questions and check the meaning of *scholarship* (money that students are given by an organisation to help them study at a university).

3 Students then write their answers to the questions.

4 Check answers round the class. You could follow this up by asking students whether they would also like to go to the USA or another country to study, as Nada did, and to explain why or why not.

Answers:

1 She is from Alexandria.
2 Tennis
3 Columbia University
4 She runs a company that helps athletes find scholarships in the USA.

Writing

3 Look at these notes about the swimmer Ali Khalafalla, and put them in order.

1 Ask students to look at the photo of Ali Khalafalla and ask students if they've ever heard of him. If any of them have, ask them to say what they already know about him. If they haven't, ask them to say what they would like to know about him.

2 Ask students to read the notes and use the time phrases to help them put the notes in the correct order. If there is no time phrase (*studied in the USA*), tell students to use their general knowledge to guess when Ali would have done this.

3 Ask students to compare their ordering of the notes in pairs and then confirm the correct order in class.

4 Before students start writing the biographies, review words or phrases for ordering events in a text in class, e.g. *then, after that, later*. Ask them to use these in their texts.

5 Students write the biographies individually. They could then swap their texts with a partner and tell each other: a) whether they've included all the information they needed to include, b) used linking words or phrases to connect the events in Ali's life, c) used the past simple correctly.

Answers:

1 born in Cairo 2 started swimming at age six 3 studied in the USA 4 went to Rio Olympics 5 fastest swimmer in Egyptian history 6 swam at Tokyo Olympics
2 Suggested answers:
Ali Khalafalla was born in Cairo in 1996. He started swimming when he was six years old. He studied in the USA for three years and then went to the Rio Olympics in 2016. Then, in 2018 he became the fastest swimmer in Egyptian history. After that, he swam at the Olympics in Tokyo in 2020.

WB page 107

Lesson 6 5

Language

1 Complete the biography with these time expressions.

After ~~As a child~~ In Later Now then When she was

Fatma Ali El-Banna was born in Alexandria in 2003. [1] As a child she loved learning about science and wanted to be a great scientist. [2] ______ she finished Preparatory School, she started at the Science, Technology, Engineering and Maths School (STEM) in Alexandria. She [3] ______ learnt more and more about science as well as how to look after the environment and Egypt's culture. [4] ______ at school, she came first in Egypt in the NASA International Space Apps Challenge, a problem-solving competition for scientists around the world.

[5] ______, she worked on a school project. She found a natural way for villages to clean dirty water and to recycle used water. The recycled water is used to help plants to grow, and the project can also help to stop water pollution. She sent her project to the Society for Science in the USA. [6] ______ 2021, her project won fourth place in another international competition for science and engineering. [7] ______, Fatma wants to do more things to help science.

2 Read the biography again and complete the fact file.

Fact file
Name: Fatma Ali El-Banna
Born in:
When a child:
When older:
A big achievement:
Later achievements:

3 Research information about another famous person and complete the fact file.

Fact file
Name:
Born in:
When a child:
When older:
A big achievement:
Later achievements:

Writing

4 Use the information in the fact file from Exercise 3 to write a biography of this person.

Tip!
A biography is the story of a person's life, and is written by someone else.

Lesson 6 107

Language

1 Complete the biography with these time expressions.

1 Tell students that they are going to complete a biography of a successful student.

2 Then tell students to start by reading the time phrases and thinking about how or when they would be used in a biography.

3 Students should read the biography all the way through and then choose the correct time expressions for the gaps.

4 Ask students to compare their answers in pairs. Check answers in class by inviting different students to each read a sentence from the biography.

Answers:

1 As a child	2 After	3 then	4 When she was
5 Later	6 In	7 Now	

2 Read the biography again and complete the fact file.

1 Direct students to the fact file and check they understand the meaning of *achievement* (something that a person has completed or done successfully).

2 Students re-read the biography and find the pieces of information which they need to complete the fact file.

3 Tell students to complete the biography in note form and not complete sentences.

4 Check answers in class.

Answers:

Name: Fatma Ali El-Banna
Born in: Alexandria
When a child: loved learning about science
When older: learnt about science at the Science, Technology, Engineering and Maths School in Alexandria
A big achievement: came first in Egypt on the NASA International Space Apps Challenge
A later achievement: won fourth place in another international competition for science and engineering

3 Research information about another famous person and complete the fact file.

1 Ask students to choose a famous person who they would like to write about. Tell them they could choose anyone who's achieved something in their life, but encourage them to choose someone who's a role model.

2 This activity is likely to work best as a self-study task, but students could also complete it in class if they have easy access to library or online resources.

3 Remind students to focus on finding the

information that they need to include in the fact file while they're doing their research, either in the library or online.

4 Each student completes the fact file for their chosen person in note form.

Answers:

Students' own answers.

Writing

4 Use the information in the fact file from Exercise 3 to write a biography of this person.

1 Ask students to use the information they collected in Exercise 3 to write a biography of the person they chose.

2 Remind students to use the phrases for saying when things happened (e.g. *then, after that, still, later*) which they've learnt from the biography.

3 Students should plan and write the biographies individually. Point out that biographies should only include facts, not opinions.

4 When students have finished writing, they could swap texts with a partner who should give honest feedback on the work.

5 Students can then ask their partners one or more questions about their chosen famous person. Alternatively, you could ask students to put their texts up on the wall or on desks in the classroom. They can then walk round the classroom, reading as many texts as they can in 10 minutes. After that, you could ask students to say the information they learnt about from the different biographies in class.

Answers:

Students' own answers.

Skills

Writing:

- To make a fact file about a young role model
- To write a biography about a famous person (Workbook)

LESSON 7 SB page 53 WB page 108

- To review and practise the vocabulary and structures of the unit
- To participate in shared research and writing projects

Before using the book:

- Write *Young role models* on the board. Ask students to look back through this unit and name the role models they've read or found information about (e.g. Samar Abdelfattah, Magdy Abdel Sayed, etc.). Ask students to consider what all of these role models have in common with each other. You could put them into pairs or small groups to brainstorm ideas for this. Then ask students to share their ideas in class and write these up on the board. Possible ideas include: worked hard to achieve things; faced challenges but kept going; tried to help other people; showed young people they could achieve their dreams; achieved something that not many people can achieve, etc.
- Tell students that they are now going to complete the review section for this unit to review the language they have learnt.

SB page 53

Lesson 7 | 5

Review

1 Work in pairs. Take turns to be A and B.

Student A: Pretend you do one of the jobs from the unit. Tell Student B what you have done but do not name the job.

Student B: Guess your partner's job.

I've been to space and visited the moon.

You're an astronaut!

2 Discuss these questions in pairs.

1 Which of these things have you already done today?

2 Which haven't you done yet?

eat breakfast · do homework · watch TV · clean teeth · eat dinner · talk to friends · play computer games · get dressed

I've already eaten breakfast.

I haven't done my homework yet.

3 **Complete the dialogue with these words. Then listen and check your answers.**

done · happy · incredible · news · tournament · scholarship

Fares: Guess what? I have good [1] news!
Mazen: What is it?
Fares: I have got a [2] ____ to a university in Canada!
Mazen: Well [3] ____! That's [4] ____.
Fares: Yes, I can't believe it. I'm going to play tennis and study hard.
Mazen: I'm really [5] ____ for you. You will play at an important [6] ____ soon!

Project

Make a fact file about a young role model.

1 What is a role model? Think of some famous young role models. Why are they role models? Make notes.
2 Work in small groups. Compare the information you found and choose one of the people for your project.
3 Work together to research more information about this person's life.
4 Make a fact file about this person for your classroom. You might include:
- pictures of the person
- a timeline of their life
- what they have achieved
- why you think they are a role model.
5 Compare your fact files with other groups. Do you think they are all good role models?

Workbook page 108 Lesson 7 53

Review

1 Work in pairs. Take turns to be A and B.

1 In this exercise, students review vocabulary and language for talking about jobs.
2 Put students into pairs. Ask them to decide who will be Student A and Student B for the first role-play.
3 Ask each student to choose two jobs, but remind them not to tell their partner what they've chosen.
4 Tell students to think of a sentence to describe each of their jobs individually, using the present perfect where possible. They can use the example sentence in the speech bubble to help them do this.
5 Students then take it in turns to say their sentences and guess the jobs. If students realise that they've both chosen the same job, ask one or both of the students to come up with a sentence for another job.

Answers:

Students' own answers.

2 Discuss these questions in pairs.

1 Briefly review how to use *already* and *yet* by referring students back to the Language box on page 49 of the Student's Book.
2 Tell students to read the questions and the list of activities and think about their answers.
3 Put students into pairs. Tell them to ask their partners the two questions and answer their partners' questions.
4 Monitor students' conversations and give them feedback on how accurately they used *already* and *yet* when they've finished speaking.

Answers:

Students' own answers.

3 Complete the dialogue with these words. Then listen and check your answers.

1 Direct students to the dialogue. Ask them to read it quickly and say what the two speakers are doing (Fares is sharing good news and Mazen is responding to the good news).
2 If students need to review language for responding to good news, they could look at the phrases they completed in Exercise 4 on page 51 of the Student's Book.
3 Students should complete the dialogue individually.
4 Play the recording so that students can check their answers. With weaker students, you could pause the recording at the end of each line of the dialogue to make this easier.

 **Audioscript**

Fares: *Guess what? I have good news!*
Mazen: *What is it?*
Fares: *I have got a scholarship to a university in Canada!*
Mazen: *Well done! That's incredible.*
Fares: *Yes, I can't believe it. I'm going to play tennis and study hard.*
Mazen: *I'm really happy for you. You will play at an important tournament soon!*

Answers:

1 news	2 scholarship	3 done
4 incredible	5 happy	6 tournament

Project

1 Tell students that they are now going to use everything they've learnt in this unit to write about role models in this project.

2 Go through the instructions in class. Make sure students are aware that they first have to think of and make notes on some famous young role models individually and then they will work in small groups to choose one person.

3 Students can use library and online resources to find out more information about their chosen person and find photos of him/her which they can use. If it isn't possible for students to find and use photographs of the person, they could draw pictures of them. Available time and resources may make it possible for students to do this in class, but otherwise they could work on it together outside of class.

4 Ask students to share their fact files, either by presenting them in class or sharing them with other students on a blog or email. Encourage other students to respond to the other groups' fact files, either by asking questions in class or leaving a comment on a blog, Word document, etc.

Answers:

Students' own answers.

WB page 108

5 Lesson 7

Review

1 Complete the crossword.

Across →
1 Another word for *champion*.
5 A player in a tournament.
6 A prize for an event or competition.
7 Make something new.

Down ↓
2 Another word for *fantastic*.
3 The people who watch sport at a stadium.
4 The group of people who work somewhere.

(1 across: winner)

2 Choose the correct words.
1 Yunis has passed his driving test! He did really **good / well**.
2 Randa's aunt has had a baby! We're really happy **for / with** her.
3 Soha has got into Cairo University! I knew she **will / would** do well. She worked really **hard / lots**.
4 The handball team have won the championship! What an amazing **achievement / biography**.
5 'Look! I've finished my painting!' 'Great **job / paint**. Well **done / played**!'

3 Complete the sentences with *already* or *yet*, then match the jobs to the descriptions.

campaigner ~~engineer~~ mathematician sports champion volunteer

1 We've already designed the bridge, but we haven't finished it yet. engineer
2 Hassan has ________ talked to three schools about pollution, but he hasn't given his speech to businesses ________. ________
3 I've ________ looked at a lot of numbers, but I haven't worked out what they mean ________! ________
4 Maha hasn't helped at the hospital ________, but she has ________ helped a lot of elderly people. ________
5 I've ________ won many tournaments in my country, but I haven't been to the Olympics ________. ________

4 Choose three more jobs. Say what the job is and write sentences in your notebook about what the person has or hasn't done.

108 Lesson 7

Review

1 Complete the crossword.

1 Ask students to read the crossword clues and try to identify the correct word for each one.

2 Students should complete the crossword individually and then compare their answers in pairs.

Answers:

1 winner	2 incredible	3 spectators
4 workers	5 competitor	6 award
7 create		

2 Choose the correct words.

1 Ask students to choose the correct words to complete the sentences. Weaker students could refer to the phrases from Exercise 4 on page 51 of the Student's Book to help them do this.

2 Invite pairs of students to read aloud the completed sentences.

Answers:

1 well 2 for 3 would, hard
4 achievement 5 job, done

3 Complete the sentences with *already* or *yet*, then match the jobs to the descriptions.

1 Direct students to the sentences. Tell them to first read each sentence and identify the job that it describes. They can then decide where to use *already* and *yet* in each sentence. Remind them that *already* may not always be in the first gap in each sentence.
2 Students should complete the task individually. They could refer back to the Language box for using *already* and *yet* on page 49 of the Student's Book to check their answers, if necessary.
3 Check answers in class.

Answers:

1 already/yet, engineer
2 already/yet, campaigner
3 already/yet, mathematician
4 yet/already, volunteer
5 already/yet, sports champion

4 Choose three more jobs. Say what the job is and write sentences in your notebook about what the person has or hasn't done.

1 Tell students to choose three jobs which were not in Exercise 3.
2 Ask students to plan their texts by thinking of two specific tasks or activities that they do, like the ones in Exercise 3 (e.g. design a bridge). They can look up any specific words they need in a dictionary.
3 Students then write two sentences for each job. The first sentence should summarise what the person in a job does and the second sentence should use *already* and *yet*.
4 Monitor students' writing, offering help and feedback where necessary.
5 You could then put students into pairs or small groups and ask them to read their sentences aloud to each other, without saying the name of the jobs, so that their partner(s) can guess the job.

Answers:

Students' own answers.

6 What's wrong?

SB pages 54-63 WB pages 109-115

OBJECTIVES

Reading:
An online problem page; a blog about a problem; a news article about mindfulness; a case study about a problem

Writing:
A response to a blog; a paragraph about ways to relax; an email apology; an email suggesting how to help a friend; a poster helping people with mental health

Listening:
A conversation about teenage problems; a discussion about mindfulness; people talking about and responding to problems

Video:
Forms of communication in the past

Speaking:
Discussing teenage worries; showing that you are listening; suggesting solutions to problems

Language:
should/shouldn't, must/mustn't, have to/don't have to, might (revision); had to/didn't have to, was/wasn't able to, could/couldn't

Life Skills:
Empathy

Values:
Objectivity; good listening to others; self-esteem and coexistence

Issues:
Health and population issues: therapeutic health; preventative health

LESSON 1 SB pages 54-55 WB page 109

Outcomes:

- To use context as a clue to the meaning of a word or phrase
- To demonstrate command of the conventions of standard English structure and usage when writing
- To react to a long listening text, giving an opinion
- To exchange opinions with peers; agree and disagree with others

Before using the book:

- Write *Teenage problems* on the board and put students in pairs or small groups to think of as many as they can. When they have finished, elicit their ideas and write them on the board.
- Tell students that they are going to discuss teenage problems in this unit and possible solutions.

SB page 54

Unit 6 Lesson 1

What's wrong?

Discuss
Look at the website question. Can you match the answers to the photos?

Research
Find out how much time teenagers in Egypt spend on social media.

achievements
cyberbullying
skills and abilities
appearance
school work
social life

Discuss
What kind of things do teenagers worry about?

Find
Look through the unit. What new subject has been introduced in many schools in the UK?

54 Lesson 1

Discuss

Look at the website question. Can you match the answers to the photos?

1 Draw students' attention to the photos and tell the class that they show different things that teenagers worry about.
2 Read the question on the website as a class. Point to the words and phrases around it, and tell students that they need to match them to the

photos. They should try to use context to find the meanings of the new words.

3 When they have finished, put students in pairs to compare their answers.

4 Check answers with the class, and explain the meaning of any new words, or they can check in the *Glossary*. Help them with the pronunciation.

Answers:

1 social life	2 cyberbullying
3 appearance	4 skills and abilities
5 achievements	6 school work

Research

Find out how much time teenagers in Egypt spend on social media.

1 Ask students to read the question in the *Research* box and then ask them what they think the answer is.

2 Ask students to find out how much time they spend using school resources or for homework.

3 When they have done the research, ask students to share what they found out with the class.

Answers:

Students' own answers.

Find

Look through the unit. What new subject has been introduced in many schools in the UK?

1 Tell students that the answer is somewhere in this unit.

2 Ask students to find the information quickly by scanning the unit. They can find the answer on page 60.

Answers:

mindfulness

SB page 55

Lesson 1 6

Listening

1 Listen to Hisham and Kamal talking about the website on page 54. What problems do they talk about?

2 Complete these sentences from the conversation in Exercise 1 with the words in the box. Then listen and check your answers.

anxious embarrassed positive upset

1 I'm embarrassed about being so tall.
2 You shouldn't feel bad about being tall. Your height is a ___ thing.
3 For me, exams are a problem. I get very ___ about them.
4 The unkind text messages made her feel really ___.



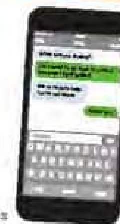
3 Discuss these questions in pairs.
1 Do you think that the problems on page 54 are common problems for teenagers?
2 Can you think of any other things that make teenagers feel embarrassed, anxious or upset?



Reading

4 Read the text. What are the positive and negative things it says about social media?

Today, nearly four **billion** people use social media in their daily lives. Some studies have found that around 63% of people **report** feeling upset and anxious after using social media. On the other hand, social media can be helpful because we can share experiences and **support** each other. People can spread positive messages this way about the importance of looking after our mental health.





Speaking

5 Discuss the questions in pairs.
1 How can the uses of technology in the pictures be positive or negative for your mental health?
2 How do you use technology and social media in a positive way in your life?



Workbook page 109 | Lesson 1 | 55

Listening

1 Listen to Hisham and Kamal talking about the website on page 54. What problems do they talk about?

1 Remind students of the topics on page 54.

2 Tell students that they're going to listen to two people talking about problems that teenagers have. Ask students to listen and identify which of the problems they speak about.

3 When they are ready, check answers with the whole class.



Audioscript

Hisham: *I agree that most of these are common problems for teenagers. Most of us aren't completely happy with our appearance. I'm embarrassed about being so tall, for example.*

Kamal: *You shouldn't feel bad about being tall. Your height is a positive thing! For me, exams are a problem. I get very anxious about them.*

Hisham: *I guess we're all good at different things, and not so good at others. I'm not bad at art or music, but I'm terrible at sports. I always feel that everyone is laughing at me in PE.*
Kamal: *Cyberbullying is a problem, too. I'm glad I haven't experienced it.*
Hisham: *Yes, that is really scary. For a few months, one of my sister's friends got unkind text messages from someone at her school. It made her feel really upset.*
Kamal: *What did she do?*
Hisham: *She told a teacher, and the school spoke to all the students about how it could hurt people. Then it stopped.*
Kamal: *It's good that she talked to someone about it.*
Hisham: *That's right.*

Answers:

appearance, exams, skills and abilities, cyberbullying

2 Complete these sentences from the conversation in Exercise 1 with the words in the box. Then listen and check your answers.

1 Go through the words in the box and check understanding. Read the first example with the class.
2 Ask students to complete the sentences, then compare answers in pairs.
3 When they are ready, play the recording again for students to check their answers.
4 Play the recording again if necessary, then check answers with the whole class.

Answers:

1 embarrassed	2 positive
3 anxious	4 upset

3 Discuss these questions in pairs.

1 Go through the questions with the class. If you have time, give students a minute or two to think about their answers.
2 Put students in pairs to discuss the questions. Encourage them to give full answers and reasons for their opinions.
3 When they have finished, ask a few pairs to share their ideas with the class and find out if others agree.

Answers:

Students' own answers.

Reading

4 Read the text. What are the positive and negative things it says about social media?

1 Point to the text and explain that it's about social media.
2 Tell students to skim read the text and try to guess the meaning of the words in bold. Guide them to check the meanings of these words in their dictionaries.
3 Ask students to read the text and identify the positive and negative things it says about social media.
4 When they have finished, put students in pairs to compare answers, then check answers as a class.

Suggested answers:

Positive: social media can be helpful because we can share experiences and support each other. People can spread positive messages this way about the importance of looking after our mental health.

Negative: %63 of people report feeling upset and anxious after using social media.

Speaking

5 Discuss the questions in pairs.

1 Point to the photos and elicit what technology is being used for in each.
2 Put students in pairs to discuss the questions. Encourage them to give examples where possible.
3 When they have finished, ask a few pairs to share their ideas with the class and have a brief class discussion.

Suggested answers:

Students' own answers.

WB page 109

Unit 6

Lesson 1

What's wrong?

Vocabulary

1 Read and match the words with their meanings.

1 [d] achievement — a the time you spend enjoying yourself with other people
2 [ ] appearance — b help and encourage someone
3 [ ] billion — c the way that someone or something looks
4 [ ] social life — d something important that you have done
5 [ ] support — e a thousand million

Reading

2 Read and match the situations 1–5 with what the teenagers worry about a–e.

a achievements b appearance c cyberbullying d skills and abilities e social life

1 [b] I had a haircut last week and I think it is terrible! I'm embarrassed to go out and see my friends!
2 [ ] All the students in my class go out all the time and visit each other's houses. I live a long way from the school, so I never go out or see any friends after school.
3 [ ] Somebody has sent a few of the boys in my class unkind messages on social media. I'm worried that I will start receiving them, too.
4 [ ] I've tried to join an art club, a language club and a music club, but every time I go, I can't do what they suggest. I'm just not good at these things!
5 [ ] My sister is 18 and she has won lots of competitions and done really well in her exams. I don't think I will ever be as good as her!

Writing

3 Look at the situations in Exercise 2 again. Can technology or social media help any of the people with their problems? Choose one or two people and write sentences about how these could help.

Lesson 1 109

Vocabulary

1 Read and match the words with their meanings.

1 Read the example with the class, then ask students to match the rest of the words and their meanings.
2 When they have finished, put students in pairs to check their answers.
3 Check answers as a whole class and drill the words chorally and individually.

Answers:

1d 2c 3e 4a 5b

Reading

2 Read and match the situations 1–5 with what the teenagers worry about a–e.

1 Draw students' attention to topics a–e and elicit what students can remember about each one.
2 Read the example with the class, then ask students to match the rest of the worries with the situations individually.
3 Check answers with the whole class.

Answers:

1b 2e 3c 4d 5a

Writing

3 Look at the situations in Exercise 2 again. Can technology or social media help any of the people with their problems? Choose one or two people and write sentences about how these could help.

1 Read the instructions with the class, then elicit students' ideas about how technology or social media could help in each case.
2 Ask students to choose one of the problems and write about how they could be addressed.
3 Monitor and check students' work as they write. Help with vocabulary where necessary, and write any new words/phrases on the board.
4 Fast finishers can choose another problem and write about that, too.
5 When they have finished, ask one or two students to share their ideas with the class and find out if others agree.

Suggested answers:

Social media could help Student 2, because he/she could talk to his/her friends on the internet.

Technology could help Student 4, because he/she could learn some of these skills online.

Video

1 Tell students they are going to watch a video about communicating in the past. Write these topics on the board:
   - *social media in Egypt*
   - *hieroglyphics*
   - *scribes*
2 Put students in pairs to discuss what they know about the topics.
3 Play the video and ask students to make notes on what they see about these topics.
4 When they have finished, put students in pairs to compare their notes. Then play the video again for students to check and add more information.
5 Ask a few students to share what they found out with the class and if others agree.
6 Ask students, *Do you think people will study social media messages from now in the future?* Students discuss the question in pairs.

7 When they have finished, elicit answers from a few students and have a brief class discussion.

Videoscript

Social media is very popular in Egypt. Almost 50 million people in the country often use it. They spend three hours a day on average to connect with their friends, watch videos and share photographs. People often communicate with each other in both Arabic and English on social media.

But do you know how people communicated with each other in the past? They weren't able to send messages or videos on their smartphones and they couldn't look at each other's photographs on social media.

Important events in ancient Egypt were recorded using a form of writing called hieroglyphics. But there were also people called 'scribes' who used an easier form of hieroglyphics called hieratic to record what was happening every day. Scribes were important people and they recorded the laws, the food that farmers grew, and the amount of money people gave to the pharaohs every year.

Because many people weren't able to write, they had to ask scribes to write letters and messages to send to their friends and family. In fact, we know a lot about Ancient Egypt today because of the work of these scribes. Maybe in the future, people will know about Egypt today because of all the social media messages.

Skills

Reading: To read a text about positive and negative effects of social media

Writing: To write advice for teenage problems (Workbook)

Listening: To listen to a conversation about teenage problems

Video: To watch a video about forms of communication in the past

Speaking: To discuss the effects of technology on your health

Vocabulary: anxious, appearance, billion, cyberbullying, embarrassed, positive, social life, support, upset

LESSON 2 SB pages 56-57 WB page 110

Outcomes:

- To use context as a clue to the meaning of a word or phrase
- To identify main and specific information in descriptions
- To determine the main idea of a text and explain how it is supported by key details
- To discuss topics providing explanation and clarification as needed
- To demonstrate command of the conventions of standard English structure and usage when writing

SB page 56

6 Lesson 2

Reading

1 Read the texts quickly and answer the questions. Use your dictionary for difficult words.

1 What kind of texts are they?

2 Where do you think that you would find these kinds of texts?

Teen problems

1 Nobody knows that I failed my English speaking test, and I feel very embarrassed about it. Yesterday, I told my best friend and I said, 'Please don't tell anyone because nobody knows. It's a secret'. The next day, my friend's mother, who is British, offered to help me with my English. I felt very unhappy with my friend because she told somebody. She said she was only trying to help me, but I don't want to tell her any of my secrets any more.

Magda

2 I have a lot of friends, but we have very different opinions about things. They say I mustn't talk to some people in the class. We don't always agree, and I feel that I am very different from them. It makes me feel lonely.

Salma

3 My parents want me to be a doctor when I finish school. A doctor has to be good at science subjects, however, and the work is too difficult for me. I don't want to disappoint them, but I really don't think I can be a doctor.

Adam

2 Read the texts again and answer the questions.

1 What problem was Magda embarrassed about? She failed her English speaking test.

2 Why is she unhappy with her friend? ____

3 How is Magda going to change her behaviour with her friend now? ____

4 Why does Salma think her friends are different to her? ____

5 How does Adam feel about science subjects? ____

6 Why is he anxious about what his parents will think? ____

Speaking

3 Discuss the questions in pairs.

1 Do you think that it was wrong for Magda's friend to tell her mother about Magda's problem? Why?

2 Do you think that you can feel lonely even if you have a lot of friends? Why?

56 Lesson 2

Reading

1 Read the texts quickly and answer the questions. Use your dictionary for difficult words.

1 Read the questions with the class, then set a strict time limit of one minute for students to

read the texts quickly and answer the questions. Explain that they'll have a chance to read the texts more carefully afterwards.
2 Check answers with the class.

Answers:

1 They are from a teen problems page.
2 You would find it on the internet.

2 Read the texts again and answer the questions.

1 Read the example with the class, then ask students to read the texts again and answer the rest of the questions.
2 Put students in pairs to check their answers, then check answers with the whole class.

Answers:

1 She failed her English speaking test.
2 Because her friend told someone else her secret.
3 She doesn't want to tell her secrets any more.
4 They have different opinions and they don't always agree about things.
5 He finds them difficult.
6 They want him to be a doctor and he doesn't want to disappoint them.

Speaking

3 Discuss the questions in pairs.

1 Read the questions with the class and check understanding.
2 Put students in pairs to discuss the questions. Monitor and offer help where necessary.
3 When they have finished, elicit answers from a few pairs and have a brief class discussion.

Answers:

Students' own answers

SB page 57

Lesson 2 | 6

Reading

4 Read and match these answers a–c to the people who have the problems in Exercise 1. Do you think this is good advice? Why?

a ☐ You should talk to them and tell them how you feel. They might be more understanding than you think.

b ☐ Your friend shouldn't tell anyone your secret. Friends must keep secrets. However, you don't have to see this as a negative thing since she only wanted to help. Why don't you think about your friend's mother's kind offer?

c ☐ How about joining a club to meet people with similar interests? You don't have to belong to only one group of friends.



Language

Remember!

- Use *must* to talk about things that are necessary, and *mustn't* for things that are necessary to avoid.
  Friends **must** keep secrets. I **mustn't talk** to some people in the class.
- Use *have to* when something is essential to do (you have no choice) and *don't have to* when something is not essential to do.
  I **have to** be good at science subjects. You **don't have to** see this as a negative thing.
- Use *should / shouldn't* for advice or to talk about things that are or are not a good idea to do.
  You **should** talk to them. People **shouldn't** tell others this sort of information.
- Use *might* to say that something is possible or uncertain.
  They **might** be more understanding than you think.
  I **might** go to the stadium, but I'm unsure.

Writing

5 Read the problem and then write your advice in your notebook. Use some of the verbs from the *Remember!* box.

I find it difficult to feel positive about school these days. I am anxious about my exams, and I often feel lonely. I am too embarrassed to tell anyone that I feel upset.



Workbook page 110 | Lesson 2 | 57

Reading

4 Read and match these answers a–c to the people who have the problems in Exercises 1. Do you think this is good advice? Why?

1 Remind students of the problems in Exercise 1. Ask students to match the advice to the problems, then check in pairs.
2 Check answers with the class, then put students in pairs to discuss whether they agree with the advice and why.
3 Ask the class if they agree with the advice, and elicit what other advice they would give.

Answers:

a3 b1 c2
Students' own answers.

Language

1 Remind students that they can talk about things that are necessary using different formats based on the degree of necessity. Read the *Remember!* box with the class.
2 Answer any questions they have about the language.

Writing

5 Read the problem and then write your advice in your notebook. Use some of the verbs from the *Remember!* box.

1 Read the problem with the class and elicit possible advice from the students. Write any ideas they have on the board.

2 Ask students to write their advice in their notebooks. Monitor and encourage students to use the language from the *Remember!* box in their answers. Help with vocabulary where necessary, writing any new words/phrases on the board. Remind students that the advice should be short, clear and should give a suggested solution.

3 When they have finished, put students in pairs to swap notebooks and read each other's advice.

4 In feedback, ask a few students to share their partners' advice with the class and find out if others agree.

Answers:

Students' own answers.

WB page 110

6 Lesson 2



Vocabulary

1 Answer the questions.

1 If you have **similar interests** with someone, do you like or dislike the same things?
You like the same things.

2 If you feel **lonely**, are you sad because people have said bad things about you, or because you feel you have no friends with you? ______

3 Is a **secret** something that you don't want other people to know, or something you want to tell everyone? ______

4 If you show **understanding**, are you being clever, or showing that you understand a person's situation? ______

Language

2 Choose the correct answer.

1 I'll tell you a secret, but you ______ tell anyone!
(a mustn't) b don't have to c might not

2 You ______ say unkind things to people on social media.
a don't have to b shouldn't c might not

3 Tarek is worried because he ______ do badly in his exams.
a must b has to c might

4 My father ______ go to work at 6 am tomorrow, for a meeting.
a might b has to c should

5 You ______ know the password before you can use that computer.
a might b should c must

6 I ______ get up early tomorrow, because it is a holiday!
a don't have to b shouldn't c mustn't



Writing

3 Answer the questions.

1 What must or mustn't you do when you use a library?
You must read quietly.

2 What should or shouldn't you do when you go to a swimming pool?
______

3 What do you have to do at home to help your parents? What do you not have to do?
______

110 Lesson 2

Vocabulary

1 Answer the questions.

1 Read the example with the class, then ask students to write the answers to the rest of the questions.

2 When they have finished, put students in pairs to compare their answers, then check answers with the whole class.

Answers:

1 You like the same things.
2 It is because you feel you have no friends with you.
3 It is something that you don't want other people to know.
4 You are showing that you understand a person's situation.

Language

2 Choose the correct answer.

1 Read the example with the class, then ask them to complete the rest of the questions individually.

2 Remind students of the *Remember!* box in Lesson 2 and tell them to refer back to help if necessary.

3 When they have finished, put students in pairs to compare their answers. Check answers with the class.

Answers:

1a 2b 3c 4b 5c 6a

Writing

3 Answer the questions.

1 Read the example with the class, then ask students to write the rest of the answers individually. Monitor and offer help where necessary.

2 Put students in pairs to compare their answers. When they have finished, check answers as a whole class.

Suggested answers:

1 You must read quietly. You mustn't talk loudly.
2 You should take a towel. You shouldn't run.
3 You have to tidy your room. You don't have to cook for everyone.

Skills

Reading:
- To understand social media posts about teenage problems
- To match problems to advice

Writing: To write advice for a problem

Speaking: To discuss teenage problems

Vocabulary: empathy, lonely, secret, show understanding

Language: must/mustn't, have to/don't have to, should/shouldn't, might (revision)

LESSON 3 SB pages 58-59 WB page 111

Outcomes:
- To use context as a clue to the meaning of a word or phrase
- To determine the main idea of a text and explain how it is supported by key details
- To ask and answer questions about key details and low level inferences in a range of texts
- To exchange opinions with peers; to agree and disagree with others
- To write a narrative: recount an event or sequence of events and include details to describe actions, thoughts, and feelings. Use sequencing words, and provide a sense of closure
- To demonstrate command of the conventions of standard English structure and usage when writing
- To write informative/explanatory texts; introducing a topic, developing ideas, and providing a concluding statement

SB page 58

6 Lesson 3



Reading

1 Read the blog quickly and answer the questions. Use your dictionary for difficult words.

1 What negative experience does it describe?

2 What message does Hussein want to share with the readers?



Hussein

I always wanted to be part of a certain group of popular students. One day, they suggested that we **cyberbully** a boy in my class called Eyad, so I wrote an unkind comment about him on social media.

I thought that my friends would think it was funny. I didn't realise that they were **joking**, and I was the only one to write an unkind comment.

Eyad read my comment and the next day he didn't want to come to school. I had to tell my parents, and they couldn't understand why I did it. Then, the other students did not want to **include** me in their group. I am so embarrassed about what I did.

However, I hope my experience will have a positive result, too. I didn't have to do what my friends suggested. You should think before you do something. Some online messages can hurt people very badly.

I was able to say sorry to Eyad the next day. He is very kind and now we are friends. So, you should choose your friends carefully and always be kind to people.

Hussein

2 Read the blog again and answer the questions.

1 Why did Hussein want to be friends with a certain group of students?
They were popular.

2 Why did he write an unkind comment about Eyad? ……

3 How did Eyad feel when he read the unkind words? ……

4 How did Hussein's parents feel when they heard the news? ……

5 What was Hussein able to do the next day? ……

Life Skills

It is important to apologise when you do something wrong. It shows that you are brave enough to face your mistakes.

58 Lesson 3

Reading

1 Read the blog quickly and answer the questions. Use your dictionary for difficult words.

1 Focus students' attention on the photo and the blog and then read the questions with the class. Check they understand the meaning of *negative* (the opposite of *positive*).

2 Set a time limit of a few minutes for students to read the blog quickly and answer the questions. Explain that they'll have a chance to read the blog again more carefully afterwards.

3 When they have finished, put students in pairs to check their answers, then check answers with the class. Check they understand the term *cyberbullying*.

Answers:

1 cyberbullying
2 You should think about the results of your actions before you do something and think about the people you want to call your friends.

2 Read the blog again and answer the questions.

1 Read the example with the class, then ask students to read the blog again and answer the rest of the questions.
2 When they have finished, put students in pairs to compare their answers.
3 Check answers with the whole class. Check they understand the new words in bold.

Answers:

1 They were popular.
2 He wanted the other students to think he was funny and to include him in their group.
3 He was very unhappy.
4 They were very disappointed in him and couldn't understand why he did that.
5 He was able to say sorry to Eyad.

Life Skills

1 Read the *Life Skills* box with the class.
2 Ask a few students when they last showed empathy towards someone, and what the situation was.

SB page 59

Lesson 3 6

Speaking

3 Discuss the questions in pairs.
1 Do you think that Hussein is still good friends with the popular students? Why?
2 Do you think that Eyad is a good friend? Why?

Language

4 Complete the sentences with *had to, didn't have to, was able to, wasn't able, could* or *couldn't*.
1 I couldn't understand the film because it was in a language I don't understand.
2 Hana lost her ticket to the concert, but luckily, she .... to buy another one that evening.
3 Hazem is really tired this morning. He .... stay up late last night to revise for a maths test.
4 The baker's was closed, but we .... buy some bread from the shop next door.
5 I tried to go into the building, but the door was locked and I .... to open it.
6 Malak .... buy more rice because we had lots already!

had do / didn't have to, was / wasn't able to, could / couldn't

- Use *had to / didn't have to* to talk about things that were or were not necessary or essential to do in the past.
  I **had to** tell my parents about the problem that I faced.
  I **didn't have to** do what my friends suggested.
- Use *was (wasn't) able to / could / couldn't* to talk about past abilities.
  I **was able to** say sorry to Fawzi. We **were able** to push the car.
  They **couldn't** understand why I did it.
  Note: Use *was / were able to* with action verbs to talk about a past ability related to a single event in the past.

Writing

5 Imagine that you are Hussein. Continue the email below saying you are sorry to Eyad.

Dear Eyad,
I'm so sorry about what I did to you.

Hussein

Workbook page 111 | Lesson 3 | 59

Speaking

3 Discuss the questions in pairs.

1 Read the questions with the class and check understanding.
2 Put students in pairs and ask them to discuss the questions.
3 When they have finished, elicit answers from a few pairs and have a brief class discussion.

Suggested answers:

1 No, he is probably not because they are not good friends.

2 Yes, because he is kind and he is able to forgive Hussein.

Language

4 Complete the sentences with *had to, didn't have to, was able to, wasn't able, could* or *couldn't*.

1 Explain that these expressions are used to talk about something that was/wasn't necessary to do in the past.
2 Focus attention on the *Language* box, and go through it with the class, answering any questions they have.
3 Read the example with the class, then ask students to complete the rest of the sentences individually.
4 When they are ready, put students in pairs to compare their answers, then check answers with the whole class.

Answers:

1 couldn't	2 was able	3 had to
4 could	5 wasn't able	6 didn't have to

Writing

5 Imagine that you are Hussein. Continue the email below saying you are sorry to Eyad.

1 Focus attention on the start of the email and elicit some ideas about what students can include in the email. Write any ideas they have on the board.
2 Ask students to write their emails in their notebooks.
3 While they are writing, go round and offer help where necessary.
4 When they have finished, put students in pairs. Ask them to read out their emails to their partners.

Answers:

Students' own answers.

WB page 111

Lesson 3 **6**

Vocabulary

1 Complete the sentences with these words. cyberbully ~~includes~~ jokes negative

1 Although Reem's brother is only five, Reem always includes him in her games.
2 The review of the book has nothing ____________ to say about it. It sounds great!
3 You must tell your parents or the teacher if someone tries to ____________ you online.
4 My grandmother always ____________ and makes us laugh when we visit her.

Language

2 Circle the correct words.

1 Our class (had to) / could do a test this morning.
2 We **weren't able to / didn't have to** walk to the museum, because there was a bus.
3 Fatma **didn't have to / was not able to** walk to school because she hurt her leg.
4 Tarek **had to / was able to** go to the dentist because his teeth hurt.
5 In the mountains, we **could / were able** see an amazing waterfall.
6 It was very windy, so planes **were not able / could not** to leave the airport.



Reading

3 Complete the story with these words. You can use them more than once.

could couldn't didn't have to ~~had to~~ was able to wasn't able to

Last week, my uncle took me out on his boat. I[1] had to wear a special life jacket and he said I[2] ____________ walk carefully around the boat, but I[3] ____________ run. We travelled a long way, and after two hours, I[4] ____________ see the beach, only the sea. Then the engine stopped! We tried to start it, but we[5] ____________. I[6] ____________ swim well, but I knew that I[7] ____________ swim to the beach. So my uncle[8] ____________ telephone for help! They said they[9] ____________ send a helicopter to help us. However, suddenly the engine started again! So we[10] ____________ go home on a helicopter.

Writing

4 Write a paragraph of about 100 words about what you were or were not able to do, what you had to do and what you didn't have to do at primary school. How was it different to your school now?

At primary school, I was able to walk to school ...

Lesson 3 | 111

Vocabulary

1 Complete the sentences with these words.

1 Read the example with the class, then ask students to complete the rest of the sentences individually.
2 Check answers with the class.

Answers:

1 includes	2 negative
3 cyberbully	4 jokes

Language

2 Circle the correct words.

1 Read the example with the class, then ask students to circle the rest of the words alone.
2 When they have finished, put students in pairs to compare answers.
3 Check answers with the whole class.

Answers:

1 had to	2 didn't have to
3 was not able to	4 had to
5 could	6 were not able

Reading

3 Complete the story with these words. You can use them more than once.

1 Focus attention on the photo and tell students they're going to read a story about a boat trip. Ask students what they would do if they were out on a boat and it wouldn't start.
2 Read the example with the class, then ask students to complete the rest of the answers individually.
3 When they are ready, put students in pairs to check their answers, then check answers with the whole class.

Answers:

1 had to	2 could	3 couldn't
4 couldn't	5 couldn't	6 could
7 couldn't	8 was able to	9 could
10 didn't have to		

Writing

4 Write a paragraph of about 100 words about what you were or were not able to do, what you had to do and what you didn't have to do at primary school. How was it different to your school now?

1 Read the instructions and example with the class, then demonstrate by telling the class about what you were/weren't able to do and had to/didn't have to do at primary school.
2 Ask students to write their paragraphs. Monitor and offer help where necessary, and check students are using the language correctly.
3 When they have finished, put students in pairs to read each other's paragraphs. Guide students to give their feedback based on certain points e.g., using a clear topic sentence, relevant details, and a clear concluding statement.
4 In feedback, ask a few students to share anything interesting they found out about their partner with the class.

Answers:

Students' own answers.

Skills

Reading:

- To understand a blog post about cyberbullying
- To complete an account of a journey by boat (Workbook)

Writing:

- To write an email apologising to someone
- To explain what you were able to do at primary school (Workbook)

Speaking: To discuss a situation

Vocabulary: cyberbully, includes, jokes, negative

Language: *had do/didn't have to, was/wasn't able to, could/couldn't*

LESSON 4 SB page 60 WB page 112

Outcomes:

- To use context as a clue to the meaning of a word or phrase
- To determine the main idea of a text and explain how it is supported by key details
- To identify gist and main ideas in longer listening texts
- To react to a long listening text, giving an opinion
- To spell grade-appropriate words correctly, consulting references as needed
- To recognize some synonyms
- To demonstrate command of the conventions of standard English structure and usage when writing

SB page 60

6 Lesson 4 Culture



Reading

1 Read the definition of *mindfulness*. Which three things do you think people do in a mindfulness class? Discuss in pairs.

- try to remember facts
- breathe slowly
- relax
- try to think about the present, not the future or past
- go to sleep

mindfulness [noun]: being able to relax by calmly thinking about your feelings and what is around you at the moment.

2 Read the text and check your answers to Exercise 1. Use your dictionary for difficult words.

THE DAILY NEWS

As part of a plan to improve students' **mental health**, more than 350 schools in the UK recently introduced mindfulness as a part of the timetable. In a mindfulness class, students learn to **breathe** slowly and to only think of the present. It isn't easy. We usually think about things we have done in the past or things we have to do in the future. However, trying to think only about the present helps us to **relax**, and to really think deeply about everything we are doing at the moment. This helps to stop us from feeling anxious or worried about things we have done or have to do. Students say that mindfulness helps them to feel better about themselves, and afterwards, they do better at their school work, too.



Listening

3 Listen to some students talking about mindfulness. Put the following things they mention in the correct order.

BE MINDFUL!

a ☐ try to think about only what is around you
b ☐ find happiness in everyday things
c 1 understand your feelings
d ☐ breathe in and out slowly

4 Listen to the students again and answer the questions.

1 Which negative feeling does one of the speakers mention? Feeling angry
2 What does mindfulness teach you to do with negative feelings? ____
3 How can breathing help you? ____
4 Why does mindfulness teach us not to think about the future or the past? ____
5 How can you find happiness in a simple thing like eating your favourite food? ____

Speaking

5 Discuss the questions in pairs.

1 Would you like to try mindfulness? Why?
2 How do you think mindfulness could help you?

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Reading

1 Read the definition of *mindfulness*. Which three things do you think people do in a mindfulness class? Discuss in pairs.

1 Point to the definition of mindfulness and the photo. Ask students to read it, then check understanding.

2 Read the list of things with the class, then put students in pairs to discuss which three things people do.

3 When they have finished, ask a pair to share their answers with the class and find out if others agree. Don't give any answers yet.

2 Read the text and check your answers to Exercise 1. Use your dictionary for difficult words.

1 Ask students to read the newspaper article and check their answers to Exercise 1.

2 Check answers with the class. Then check students understand the new words in bold.

Answers:

breathe slowly; relax; try to think about the present, not the future or past

Listening

3 Listen to some students talking about mindfulness. Put the following things they mention in the correct order.

1 Point to the things they mention a–d and read them with the class so they know what to listen for.

2 Play the recording for students to listen and order the things, as in the example.

3 Students then check answers in pairs.

4 Check answers with the class.

 **Audioscript**

Boy 1: *In mindfulness classes, we learn that it's OK to have negative thoughts, like when we feel angry. We don't have to feel bad about that. It helps me to understand my feelings, and try to turn them into something positive. Mindfulness is about being kind to yourself, and kind to other people too.*

Girl 1: *In the class, you have to close your eyes, breathe in, count to 5, then breathe out slowly. Breathing like this makes you feel calm.*

Boy 2: *In the class, we try not to think about all our problems, we should only think about the things that are around us. Think about the present only, what's happening right now. The reason for this is – we can't change the future or the past, we can only do something about the present.*

Girl 2: *In mindfulness, you have to learn to find happiness in simple things. For example, when you eat a favourite food, think about how it smells, tastes and looks – this is a new way of doing everyday things.*

Answers:

a3 b4 c1 d2

4 Listen to the students again and answer the questions.

1 Read the example and the questions with the class and elicit what they can remember, but don't give any answers yet.

2 Students should listen again and answer the questions, then check answers in pairs.

3 Play the recording again if necessary, then check answers with the class.

Answers:

1 Feeling angry
2 It teaches you to try to change them into positive feelings.
3 It makes you feel calm.
4 Because you can't change things about the future or the past.
5 You can think about how it tastes, smells and looks.

Speaking

5 Discuss the questions in pairs.

1 Read the questions with the class, then put students in pairs to discuss them. Encourage students to give reasons for their answers.

2 When they have finished, elicit answers from a few pairs and have a brief class discussion.

Answers:

Students' own answers.

WB page 112

6 Lesson 4

Vocabulary

1 Complete the crossword.

Down ↓

1 Your __________ health shows the health of your mind, or how happy you are.

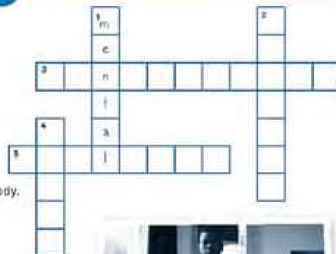
2 Take air in and out of your body.

4 Become comfortable and less worried.

Across →

3 Being able to think calmly about your feelings and what is around you at the moment.

5 What you feel, such as happy, upset, etc.





Reading

2 Complete the sentences with these words.

angry anxious badly breathing feelings singing

Ashraf: [ ] I understand my [1] feelings better now. For example, when I feel [2] __________, I play a sport. I usually find I play better!

Lamar: [ ] It's a nice, sunny day in spring. My friends want me to play a game with them, but I'm feeling [3] __________. We had a test last week and I did [4] __________. We have another test next week and I don't think it will be easier.

Mariam: [ ] It's morning. I can hear the wind in the trees and the birds [5] __________. I am [6] __________ slowly and carefully.



3 Read the sentences again. Tick the people who are practising mindfulness.

Writing

4 Write a paragraph of about 100 words about ways to relax. Which is the best way for you?

Remember!

Remember to review your paragraph for correct grammar, punctuation and spelling.

112 Lesson 4

Vocabulary

1 Complete the crossword.

1 Read the example with the class, then ask students to complete the rest of the crossword.

2 When they have finished, put students in pairs to compare answers, then check answers with the whole class.

Answers:

1 mental	2 breathe	3 mindfulness
4 relax	5 feelings	

Reading

2 Complete the sentences with these words.

1 Focus attention on the words in the box and check understanding of them.

2 Read the example with the class, then ask students to complete the rest of the sentences.

3 Put students in pairs to check their answers, then check answers with the whole class.

Answers:

1 feelings	2 angry	3 anxious
4 badly	5 singing	6 breathing

3 Read the sentences again. Tick the people who are practising mindfulness.

1 Students can discuss the answers in pairs.

2 Check their answers as a class.

Answers:

Ashraf [tick], Mariam [tick]

Writing

4 Write a paragraph of about 100 words about ways to relax. Which is the best way for you?

1 Write on the board: *ways to relax*, then elicit students' ideas and write them on the board. Tell the class which is the best way for you.

2 Ask students to write their paragraphs individually. Go round and help with vocabulary where necessary, writing any new words/phrases on the board.

3 Ask students to read the *Remember!* box and follow the given points when reviewing their paragraphs. When they have finished, put students in pairs to read their paragraphs to their partner. Alternatively, they can complete the task for homework.

4 Then, ask a few students to read their paragraphs to the class and find out if others agree.

Answers:

Students' own answers.

Skills

Reading: To understand a news report

Writing: To write a paragraph about ways to relax (Workbook)

Listening: To listen to a conversation about mindfulness

Speaking: To discuss mindfulness

Vocabulary: breathe, feelings, mental health, relax, mindfulness

LESSON 5 SB page 61 WB page 113

Outcomes:

- To tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- To identify gist and main ideas in longer listening texts
- To react to a long listening text, giving an opinion
- To exchange opinions with peers; to agree and disagree with others

SB page 61

Lesson 5 6

Speaking

1 Work in pairs. Tick ✓ what you think a good listener does.

A good listener ...

1 doesn't tell me what to do. ✓
2 gives me advice but only if I ask for it. ☐
3 tries to talk about something else. ☐
4 listens without **interrupting** me. ☐
5 looks interested in what I am saying. ☐
6 asks questions to make sure they really understand the problem. ☐
7 tells me about their own problems. ☐
8 shows that they are listening. ☐
9 tells me everything is OK and my problem isn't serious. ☐
10 tries to help me explain my feelings more clearly. ☐

Listening

2 Listen to four conversations and answer the questions.
1 Which listeners 1–4 have good listening skills? Listeners 2 and 4
2 What mistakes are some listeners making? ____

3 Listen to the conversations again and complete the expressions the speakers use to show that they are listening.

an example clear Go on make you feel say see tell

1 Tell me about it. What happened?
2 ____. It might help to talk about it, you know.
3 I ____. What makes you ____ that?
4 It's ____ you are unhappy about it.
5 Can you give me ____ of what you mean?
6 That must ____ very sad.

Speaking

4 Work in pairs. Take turns to be A and B.

Student A: Tell Student B that you are anxious about your exams. Then listen to your partner. Show good listening skills.

Student B: Listen to your partner. Show good listening skills. Then tell Student A that some people are unkind to you.

Workbook page 113 | Lesson 5 | 61

Speaking

1 Work in pairs. Tick ✓ what you think a good listener does.

1 Focus attention on the photo and check understanding of *a good listener*. Check that students understand what *interrupt* means.

2 Put students in pairs and ask them to read the list of things and tick which they think a good listener does. Monitor and offer help where necessary. Help them with the meaning of *interrupt*.

3 When they have finished, elicit students' ideas round the class and check answers.

Answers:

1	2	4	5
6	8	10	

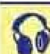
Listening

2 Listen to four conversations and answer the questions.

1 Read the questions and example with the class so they know what to listen for.

2 Students listen and write their answers, then check answers in pairs.

3 Play the recording again if necessary, then check answers with the whole class.



Audioscript

Narrator:	*Conversation 1*
Boy 1:	*My friends aren't talking to me anymore. I feel really depressed about it, I don't know what to do.*
Boy 2:	*Oh, don't worry about them! They're boring anyway. You can find new friends.*
Narrator:	*Conversation 2*
Boy 3:	*What's wrong, Khaled?*
Boy 4:	*I'm really worried about something.*
Boy 3:	*Tell me about it. What happened?*
Boy 4:	*I heard some bad news yesterday …*
Boy 3:	*Go on …. It might help to talk about it, you know.*
Narrator:	*Conversation 3*
Girl 1:	*I think I'm going to fail my exams.*
Girl 2:	*Well, you aren't the only one. I'm doing badly too.*
Girl 1:	*But I really want to get good results. I want to go to university and study medicine …*
Girl 2:	*I don't want to go to university! I want to get a job as soon as possible and earn some money. Have I told you about my plan to travel to America …?*
Narrator:	*Conversation 4*

Girl 3:	*I'm worried about my friend. She's got a new group of friends and I think they aren't good for her.*
Girl 4:	*I see. What makes you say that?*
Girl 3:	*She just seems different. She's not the same person I used to know.*
Girl 4:	*It's clear you're unhappy about it. Can you give me an example of what you mean?*
Girl 3:	*She's not working hard at school anymore. When I speak to her about it, she just laughs and says I'm boring.*
Girl 4:	*That must make you feel very sad.*

Answers:

1 Listener 2 and 4
2 In 1, the listener doesn't take the problem seriously. In 3, the listener interrupts, changes the subject, and speaks about her own situation and not that of the speaker.

3 Listen to the conversations again and complete the expressions the speakers use to show that they are listening.

1 Read the expressions with the class so they know what to listen for, then play the recording again for students to complete the sentences.
2 Put students in pairs to check their answers.
3 Play the recording again if necessary, then check answers with the whole class. Check they understand the meaning of it's *clear* (easy to understand).

Answers:

1 Tell	2 Go on	3 see, say
4 clear	5 an example	6 make you feel

Speaking

4 Work in pairs. Take turns to be A and B.

1 Put students in A/B pairs and give them a minute to read their roles.
2 When they are ready, ask students to role-play the situation. Monitor and offer help where necessary. Check they are using the expressions from Exercise 3 correctly.
3 When they have finished, ask students to swap roles and repeat.

Answers:

Students' own answers.

WB page 113

Lesson 5 6

Vocabulary

1 Complete the sentences with these words. | clear interrupt ~~meet up with~~ |
1 I decided to *meet up* with my cousins next Friday. We're going to the park.
2 Young children are not good listeners because they often ________!
3 It's ________ to me that Ahmed is very good at running. He is so fast!

Language

2 Choose the correct words.



Mazin: I had a terrible day at school.
Mother: [1] **Tell / Say** me about it. What happened?
Mazin: It was my English class. You see ...
Mother: Go [2] **off / on**. It might help to talk about it, you know.
Mazin: We had a test and I was last in the class!
Mother: That [3] **can / must** make you feel very sad.
Mazin: It was so difficult.
Mother: Can you give me an example of what you [4] **mean / want**?
Mazin: Well, I didn't understand what they wanted me to write.
Mother: It's [5] **clear / serious** you are unhappy about it. Why don't we talk to the teacher?

Listening

3 Listen and check your answers to Exercise 2, then role-play the dialogue.

Writing

4 Complete the conversation with the correct phrases to show you are a good listener.
Friend: I've got a problem.
You: [1] *Tell me about it*
Friend: I know that my parents are going to be very angry with me.
You: [2] ________
Friend: They gave me a new phone, but I broke it! I break so many things!
You: [3] ________
Friend: Yes, I broke my father's tablet last month! He was very understanding.
You: [4] ________

Lesson 5 | 113

Vocabulary

1 Complete the sentences with these words.

1 Read the words in the box with the class and check they know what they mean.
2 Read the example with the class, then ask students to complete the rest of the sentences.
3 When they have finished, put students in pairs to compare their answers, then check answers with the whole class.

Answers:

1 meet up with 2 interrupt 3 clear

Language

2 Choose the correct words.

1 Read the example with the class, then ask students to choose the rest of the correct words individually.
2 Put students in pairs to compare their answers, but don't give any answers yet.

Listening

3 Listen and check your answers to Exercise 2, then role-play the dialogue.

1 Play the recording for students to check their answers, then check answers with the whole class.
2 Put students in pairs to practise the dialogue.
3 When they have finished, ask students to swap roles and practise the dialogue again. Then, ask one or two students to perform their dialogue for the class.

 **Audioscript**

Mazin: *I had a terrible day at school.*
Mother: *Tell me about it. What happened?*
Mazin: *It was my English class. You see …*
Mother: *Go on. It might help to talk about it, you know.*
Mazin: *We had a test and I was last in the class!*
Mother: *That must make you feel very sad.*
Mazin: *It was so difficult.*
Mother: *Can you give me an example of what you mean?*
Mazin: *Well, I didn't understand what they wanted me to write.*
Mother: *It's clear you are unhappy about it. Why don't we talk to the teacher?*

Answers:

1 Tell	2 on	3 must
4 mean	5 clear	

Writing

4 Complete the conversation with the correct phrases to show you are a good listener.

1 Read the example with the class, then ask students to complete the rest of the conversation. Monitor and offer help where necessary, and encourage students to use the phrases they have learnt.
2 When they have finished, elicit what they wrote and find out if other students have done the same.
3 Put students in pairs to role-play the conversations they have written.

Suggested answers:

1 Tell me about it. What happened?
2 What makes you say that?
3 Can you give me an example of what you mean?
4 It's clear you are unhappy about it.

Skills

Writing: To write part of a conversation (Workbook)

Listening:

- To understand and complete four conversations about problems
- To understand a description of a terrible day (Workbook)

Speaking:

- To talk about worries and show that you are a good listener
- To role-play a dialogue (Workbook)

Vocabulary: clear, interrupt

LESSON 6 SB page 62 WB page 114

Outcomes:

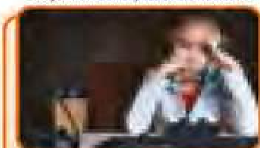
- To determine the main idea of a text and explain how it is supported by key details
- To use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
- To ask and answer questions about key details and low level inferences in a range of texts
- To write informative/explanatory texts; introducing a topic, developing ideas, and providing a concluding statement

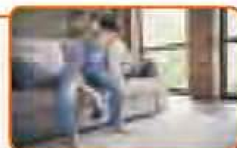
SB page 62

6 Lesson 6

Reading

1 Read about Dalia's day. Which parts of the day are positive for her? Which are negative? Use your dictionary for difficult words.





Dalia gets ready for school. She can hear her parents talking to her older brother. He is not doing well at school and they are worried about his exams. She is worried about her brother, too. Before leaving for school, she says goodbye to her brother. He does not look happy and this makes her feel even worse.

Dalia tries to stop her brother playing video games. She tells him that he should study, but he does not listen. Then she looks on social media for some advice, but she can't find anything useful. Instead, her friends just tell her about what they did that day.

The first lesson at school is science. Dalia works hard and does some good work.

The afternoon lessons don't go well. Dalia can't stop thinking about her brother. How can she encourage him to work harder?

Dalia goes home. Her brother is playing video games. Dalia's parents don't know what to do about him.

She wants to tell her friends about her worries, but she finds it difficult to talk about her feelings. So she tells them she had a good day.

2 Read the text again and answer the questions.

1 Do Dalia's lessons go well in the afternoon? Why?
No, they don't go well. She can't stop thinking about her brother.
2 How do the other members of Dalia's family feel? How does this make Dalia feel?
3 In what ways does Dalia find social media unhelpful?
4 Why don't Dalia's friends realise how she really feels?

3 Discuss this question in pairs.

What do you think might happen if Dalia ...
- talks to her friends about her problems?
- talks to a teacher?
- does nothing?



4 How can you help Dalia? Discuss your ideas with the class. What do you all agree on?

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Reading

1 Read about Dalia's day. Which parts of the day are positive for her? Which are negative? Use your dictionary for difficult words.

1 Explain that students are going to read about one teenage problem.
2 Point to the photos in the article and explain that the girl is Dalia and the boy is her brother.
3 Ask students to read the text and answer the questions.
4 When they have finished, put students in pairs to compare their answers, then check the answers with the whole class.

Answers:

Positive: The science lesson at school
Negative: The rest of the day

2 Read the text again and answer the questions.

1 Read the example with the class, then ask students to read the article again and write their answers to the questions, as in the example.
2 Put students in pairs to compare their answers, then check them as a class.

Answers:

1 No, they don't go well. She can't stop thinking about her brother.
2 Her parents are unhappy and worried about her brother: this makes her feel unhappy.
3 It does not give her any useful advice on how to help her brother.
4 Because she finds it difficult to tell them about her feelings.

3 Discuss the questions in pairs.

1 Read the questions with the class and check understanding, then put students in pairs to discuss the questions.
2 When they have finished, elicit students' ideas and find out if others agree.

Answers:

Students' own answers.

4 How can you help Dalia? Discuss your ideas with the class. What do you all agree on?

1 Read the instructions with the class and elicit their ideas.
2 Encourage class discussion. At the end, they could have a vote on the best solution.

Answers:

Students' own answers.

WB page 114

6 Lesson 6

Reading

1 Dalia's friend Riham has written an email to her friends with suggestions about how to help Dalia. Put her email in the correct order.

2 Write the expressions that helped you to order the email.

1 I will start by saying
2
3
4

3 Read about Taha. Why does he feel lonely and worried?

New message

Hi friends,

a [ ] So, first of all, it would be a good idea to talk to Dalia. She must tell us her feelings. Then we will know how best to support her.

b [ ] Finally, I think we should tell her that we are proud to have her as a friend. We should help her with her school work and also take her out so she can relax after school. This will make her feel better. Do you all agree? Email and let me know.

c [1] I want to write about Dalia. I will start by saying we must do something. If we do nothing, Dalia will continue to feel lonely and upset. This will not help her.

d [ ] Secondly, why don't we talk to her teacher? I think it will be difficult to talk to her parents, but the teacher can tell them that Dalia is worried about her brother. I think this might help.

Best wishes, Riham

Taha's friends all live near to their school. When they have finished their homework, the friends all meet up to play in the park. Sometimes, they help each other with their school work, too.

Taha lives a long way from the school. It takes an hour for him to get home to his small village. He does not have a father and he is worried because his mother is ill. So when he gets home, he has to look after his younger brothers and sisters. He does not have much time to do his school work.



Writing

4 Imagine you are one of Taha's friends. Write an email to his other friends and make suggestions about how you can help Taha. Think about the following.

- Who could you talk to to help him?
- What could you do to help him?
- Could you use social media or technology to help him?
- Remember to use some of the expressions from Exercise 2 in your email.

114 Lesson 6

Reading

1 Dalia's friend Riham has written an email to her friends with suggestions about how to help Dalia. Put her email in the correct order.

1 Remind students of Dalia's situation if necessary, then ask them to put the email in order, individually.
2 When they have finished, put students in pairs to compare their answers, then check the answers with the whole class.

Answers:

a2 b4 c1 d3

2 Write the expressions that helped you to order the email.

1 Read the example with the class, then ask students to identify the rest of the expressions alone.
2 When they have finished, put students in pairs to compare their answers, then check answers with the whole class.

Answers:

1 I will start by saying …
2 So, first of all …
3 Secondly …
4 Finally …

3 Read about Taha. Why does he feel lonely and worried?

1 Point to the photo and explain that this is the village where Taha lives.
2 Ask students to read the text and find out why he feels lonely and worried, then compare answers in pairs.
3 Check answers with the whole class.

Answers:

He feels lonely because he does not see his friends after school. He is worried because his mother is ill.

Writing

4 Imagine you are one of Taha's friends. Write an email to his other friends and make suggestions about how you can help Taha. Think about the following.

1 Read the instructions and questions with the class and check students know what to do. Give them a few minutes to make notes. Go round and help with vocabulary, writing any new words/phrases on the board.
2 When they are ready, ask students to write their emails. Monitor and offer help where necessary.
3 Then, give students a minute or two to check their writing carefully.
4 Put students in pairs and ask them to swap emails and read their partners' writing. They can then ask any questions they have to find out more information.
5 When they have finished, ask a few students to share any interesting ideas their partners had with the class.

Answers:

Students' own answers.

Skills

Reading:

- To understand the positive and negative parts about someone's day
- To order an email (Workbook)
- To understand an account of someone who is worried (Workbook)

Writing: To write an email giving advice (Workbook)

Speaking: To discuss possible solutions to problems

Vocabulary: selfie

LESSON 7 SB page 63 WB page 115

Outcomes:

- To review and practise the vocabulary and structures of the unit
- To participate in shared research and writing projects

Before using the book:

- Write *Teenage problems* on the board and ask students what they have learnt in this unit. Brainstorm a list of topics and language and write these on the board for weaker classes. You may want to remove these before students start the exercises.
- Tell the class that they are now going to complete the review section for this unit, to see what they can remember.

SB page 63

Lesson 7 6

Review

1 Complete the text messages with words from the box.

achievement appearance breathe embarrassed lonely mental health negative positive secret upset

I'm worried about my friend. She is so unhappy about her 1 appearance. How can I help her feel more 2 ___ about herself? People like her and she has won prizes for her art; the only 3 ___ thing about her is her opinion of herself. It's really bad for her 4 ___

I'm sorry she feels this way. You say that she has won art prizes – you could try to tell her that this is a wonderful 5 ___

I've just moved here and I'm the only person in my class who isn't from this country. I'm 6 ___ to talk to people because I can't speak the language well. I haven't told anybody about this and I want it to be a 7 ___ My parents know I feel a bit 8 ___ but they don't know why.

It can be 9 ___ being the only person from another country, but don't worry about your language ability. Try to 10 ___ in and out calmly, and then talk to people. Nobody minds when people make mistakes!

2 Choose the correct words to complete the sentences.

1 Sorry Mum, I **wasn't able to / didn't have to** do the shopping for you, because the shops were closed when I got there.
2 You **couldn't / didn't have to** make coffee for us. We have a machine to make it!
3 Before we had the internet, we **must / had to** find all our information in books.
4 **Did you have to / Could you** walk when you were two years old?
5 My mother told me I **didn't have to / wasn't able to** walk until I was about three!

Project

Make a poster about teenage problems.

1 In groups, brainstorm things that make many teenagers unhappy or worried.
2 Make a digital 'word cloud' or draw the words on the poster.
3 Read about ways other students **cope** with their problems below. Which do you agree with?
4 Write your own tip for looking after your mental health and add it to the poster.
5 Display your posters in the classroom for everyone to read.

friends job family Appearance cyberbullying climate change sports teachers homework

Exercise helps me to calm down when I'm angry.

I write my feelings in a diary.

Listening to music really helps me.

My advice would be to talk to someone you trust.

Workbook page 115 Lesson 7 63

Review

1 Complete the text messages with words from the box.

1 Read the words in the box with the class and elicit their meanings.
2 Students should complete the text messages alone, then check in pairs.
3 Check answers as a whole class.
4 As a follow on, you could discuss the problems and advice. Do students think it is good advice? Do they have any other suggestions?

Answers:

1 appearance	2 positive	3 negative
4 mental health	5 achievement	6 embarrassed
7 secret	8 upset	9 lonely
10 breathe		

2 Choose the correct words to complete the sentences.

1 Read the example with the class, then ask students to choose the rest of the words individually. Monitor and offer help where necessary.

2 When they have finished, put students in pairs to compare their answers, then check answers as a whole class.

Answers:

1 wasn't able to 2 didn't have to 3 had to
4 Could you 5 wasn't able to

Project

Make a poster about teenage problems.

1 Put students in small groups and ask them to think of words to describe teenage problems.

2 Go through the numbered points and the examples in speech bubbles.

3 Students can use the internet to make their word clouds. Encourage them to look back through the unit and find suitable words and phrases.

4 Ask students to then make their poster in their group. Go round and help with ideas and vocabulary, and check students are writing correct sentences. If you have access to the internet in the classroom, students could print out some pictures which show teenage problems for their posters.

5 When they have finished, display the posters round the class and ask students to walk round and read/discuss each one.

WB page 115

Lesson 7 6

Review

1 Match to make collocations.



1 [c] cope with a someone when they are talking
2 [ ] feel b a selfie
3 [ ] interrupt c a problem
4 [ ] take d technology
5 [ ] use e anxious

2 Complete the sentences with these words.

anxious Cyberbullying embarrassed joking upset

1 Cyberbullying is not something we want to see or hear about at our school.
2 When he ran outside, Munir felt ______ because he was the only player to wear a blue shirt. The other players were all in red!
3 Nagwa was ______ when she heard that her grandfather was in hospital.
4 Shady makes us laugh. He is always ______!
5 Heba feels ______ because she has an important exam tomorrow.

3 Complete the text with the correct form of the verbs in brackets.



Ola always worried about being ill. Then, a few months ago, she [1] had to (have to) go to hospital after she broke her leg. She [2] ______ (be able to) go home the next day but she [3] ______ (not be able to) walk for many weeks. She [4] ______ (can) go to school, but of course she [5] ______ (cannot) do any sports until her leg was better. Her mother told her that she [6] ______ (not have to) do any housework, either. Her leg is better now, and yesterday she [7] ______ (be able to) play tennis with me. That was good, but the best thing is that she is not worried about being ill any more, because she knows she will get better!

4 Write a paragraph of about 100 words in your notebook about teenage problems. Think about the following.

- What do you think most teenagers worry about?
- Why do they worry about these things?
- What can they do to cope with their problems?



Lesson 7 115

Review

1 Match to make collocations.

1 Read the example with the class, then ask students to match the words individually.

2 Put students in pairs to compare their answers, then check answers as a whole class. Drill the collocations chorally and individually.

Answers:

1c 2e 3a 4b 5d

2 Complete the sentences with these words.

1 Read the first example with the class to demonstrate the activity. Then ask students to complete the rest of the sentences individually.

2 Put students in pairs to compare their answers, then check answers with the whole class.

Suggested answers:

1 Cyberbullying 2 embarrassed
3 upset 4 joking
5 anxious

3 Complete the text with the correct form of the verbs in brackets.

1 Point to the photo and read the example with the class, then ask them to complete the rest of the text alone. Monitor and offer help where necessary.

2 When they have finished, put students in pairs to compare answers, then check answers with the whole class.

Answers:

1 had to	2 was able to	3 was not able to
4 could	5 could not	6 did not have to
7 was able to		

4 Write a paragraph of about 100 words in your notebook about teenage problems. Think about the following.

1 Read the questions with the class. Elicit a few ideas and write them on the board for students to refer to while they write.

2 Students write their paragraphs individually. Go round and offer help/corrections where necessary.

3 When they have finished, put students in pairs to swap their paragraphs and read them.

4 In feedback, ask a few students to share any interesting ideas they read with the class.

Answers:

Students' own answers.

Skills

Writing: To make a poster about teenage problems